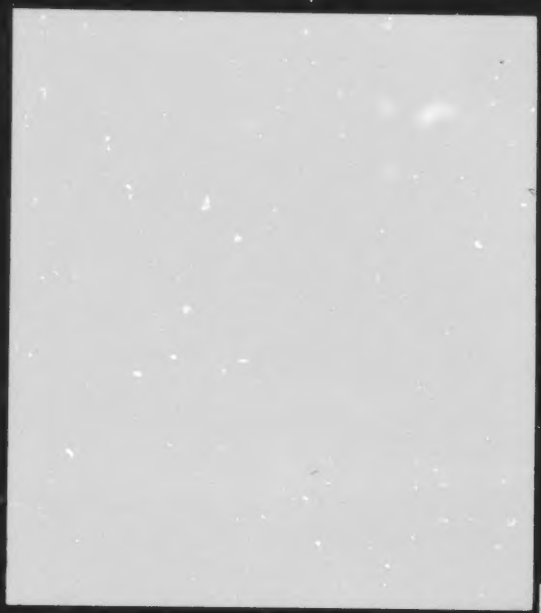

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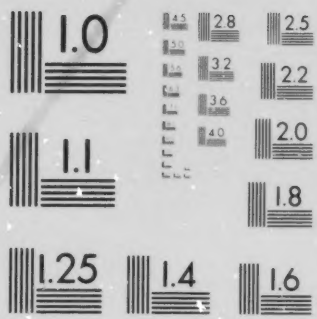

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ABSTRACT

In an effort to improve the quality of its educational systems, Florida mandated participation in a year-long Beginning Teacher Program (BTP) as a requisite for regular certification of beginning teachers. The support system of the program consists of regular formative and summative assessments of the teacher's performance, and the provision of instruction in targeted need areas and the assignment of relevant learning activities. The evaluation of Dade County's Beginning Teacher Program's first operational year was conducted to examine the appropriateness and effectiveness of major program elements. Data were obtained to determine whether the required program activities occurred; whether the activities occurred in the manner prescribed by district and state quidelines; and whether the program had an overall favorable impact upon the beginning teachers with regard to their performance on 23 generic teaching competencies. Overall, the evaluation findings indicated that the assessment and instructional components of the BTP were implemented, primarily through the efforts of building-level administrators and peer teachers, and with a degree of success. Generally, perceptions regarding the contributions of the program were favorable. Most beginning teachers and support team members perceived that the program was effective and contributed positively to their professional development. (BW)

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DADE COUNTY PUBLIC SCHOOLS

EVALUATION OF THE 1982-83

BEGINNING TEACHER PROGRAM

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EVALUATION OF THE
1982-83 BEGINNING TEACHER PROGRAM

DADE COUNTY PUBLIC SCHOOLS
Office of Educational Accountability
1410 N. E. Second Avenue
Miami, Florida 33132

September, 1983

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EXECUTIVE SUMMARY

In its efforts to improve the quality of its educational systems, the State of Florida mandated participation in a year-long Beginning Teacher Program as a requisite for regular certification of beginning teachers. The Beginning Teacher Program (BTP) provides each beginning teacher with a supervised system of support in order to maximize teacher professional competence on twenty-three essential teaching skills. The support system of the program consists of an assessment component and an instructional component. The assessment component allows for regular formative and summative assessments of teachers' performance. The implementation of the instructional component involves the provision of instruction in targeted need areas and the assignment of relevant learning activities to facilitate the professional development of beginning teachers. By law, these components are managed and facilitated by a support team consisting of the beginning teacher, the principal, a designated peer teacher and an other professional educator, usually an area or central office administrator or a university professor.

The evaluation of the Beginning Teacher Program's first operational year was conducted to examine the appropriateness and effectiveness of major program elements. Data were obtained to determine whether the required program activities occurred; whether the activities occurred in the manner prescribed by district and state guidelines; and to determine whether the program had an overall favorable impact upon the beginning teachers with regard to their performance on the twenty-three generic teaching competencies. Information regarding each of the program elements was obtained primarily from interviews with selected program participants and from surveys which were completed by beginning teachers and support team members.

Overall, the evaluation findings indicate that the assessment and instructional components of the BTP were implemented, primarily through the efforts of building-level administrators and peer teachers, and with a degree of success. Generally, perceptions regarding the contributions of the program were favorable. Most beginning teachers and support team members perceived that the program was effective and contributed positively to their professional development.

Several specific elements of the program's operation were characterized by deficiencies which seriously interferred with the efficiency of program operations and adversely impacted upon the program's effectiveness. Most notable among program deficiencies were problems related to support staff training, lack of involvement by other professional educators in the support process, problems in the identification of beginning teachers, and the infrequent formulation of professional development plans.

Specific highlights of the BTP evaluation which were generated from the study's findings follow:

A. Most beginning teachers and support teams members, particularly peer teachers, perceived that the BTP was effective in achieving its goals. Moreover, effects were viewed to be positive and long-term. Data indicate that teacher performance on the generic competencies improved between the first and second summative evaluations.

B. Of the 207 teachers participating in the BTP at the end of the school year, 78 were certified to the State by the Superintendent of Schools as having completed Beginning Teacher Program requirements including, but not limited to, the demonstration of generic competencies and fulfillment of the required time. The remaining beginning teachers were employed after August, 1982. The majority of these teachers will be eligible to complete the program during 1983-84 after having been in the BTP for one full school year as required by state law.

C. Beginning teachers reported that one-third (33%) of their support teams were intact and functioning as designed at the end of the school year. That is, a peer teacher and an other professional educator had been assigned to them and each of the support team members fulfilled each of his/her BTP responsibilities.

D. The reporting and communication system between the Beginning Teacher Program office and Staffing Control regarding the entry of teachers into the system and teacher status was not efficient. As a result, there were often delays in the process of identifying teachers who were eligible for the program. In many cases, placement of teachers into the BTP did not occur on a timely basis. In addition, there did not exist an adequate "tracking system" which could yield information concerning classification and status changes of teachers after entering the system. Since the BTP coordinator did not have direct access to personnel information, the BTP coordinator could not easily track teachers who changed work locations or teachers who were granted leaves of absence.

E. Orientation and training programs were implemented with varying degrees of success. Overall, the training mechanism for beginning teachers was found to be satisfactory. In the case of support team members, the training component was of varying effectiveness. The training program did not adequately provide each support team member with sufficient knowledge of program goals, individual role and responsibilities, program procedures, and sufficient training and skill development to enable the fulfillment of assigned support team responsibilities. However, the program did seem to provide adequate information for the beginning teacher.

Training for building-level administrators and peer teachers was implemented but with limited success. Both groups felt that the orientation failed to adequately inform and train them in important areas. For administrators, the orientation provided insufficient information regarding general program policies and procedures; for peer teachers, inadequate training was provided in observation and conferencing techniques. Large numbers in both groups lacked sufficient information regarding the role and responsibilities of the Other Professional Educator (OPE). Consequently, the benefits offered by OPE utilization on the support team was not fully recognized by the administrators and peer teachers.

In the case of most OPEs, no orientation and training were provided. Less than two-thirds indicated that they had been offered or had participated in an orientation activity. Because of the lack of orientation, many OPEs did not possess the knowledge and skills to discharge their OPE responsibilities successfully.

F. In addition to inadequate training, some of the problems associated with the program's implementation were due to inadequate BTP coordination and inadequate communication between the BTP office and schools. Generally, support team members were dissatisfied with BTP coordination and direction. Most of the support team members interviewed felt that inadequate assistance was provided.

G. Other professional educators were functional in a small percentage of the support teams. In most cases, the only active members of the support team were the building-level administrator and the peer teacher. Several factors contributed to this finding. In some situations, there were delays in OPE assignments due to difficulties in identifying appropriate and qualified personnel. In the communication network between the BTP office and schools, there did not exist a formal mechanism for notifying principals of the OPE assignments whenever delays occurred. Most administrators indicated that they had not been informed regarding OPE assignments. Also lacking was an effective procedure for notifying OPEs regarding their assignments to support teams.

   Another factor contributing to infrequent OPE involvement was the lack of clarity regarding procedures for assignment of OPEs. Many principals also indicated that they had not been informed that the OPE was to be a part of the support team.

H. In general, the BTP was perceived as a system to ensure minimum competence rather than one to reinforce and maximize quality teaching performance. Two findings support this contention. First, the participation of the OPE on support teams was often considered to be nonmandatory. Some individuals served as an OPE only when solicited by the principal to serve as a resource person or to provide assistance when the beginning teacher was experiencing difficulties. Another finding was the infrequent use of professional development plans. For most teachers, formal professional development plans were not formulated. They were often limited to teachers who demonstrated teaching deficiencies.

I. The contents of most portfolios of interviewed beginning teachers were incomplete. One potential cause for the incompleteness may have been principals' lack of knowledge of required portfolio contents. Most principals indicated that they did not have sufficient information regarding the required content for portfolios.

More indepth investigation of individual training activities will be conducted during 1983-84. This aspect of the evaluation design was not implemented during 1982-83 because of the small number of beginning teachers placed under prescription and the unavailability of a prescriptive catalogue outlining the various training activities to be assigned.

RECOMMENDATIONS

Based upon the evaluation findings, the following recommendations are made for consideration:

1. Improve the orientation programs for peer teachers by incorporating training in conferencing techniques and providing detailed information on the procedures and content of the teacher observation/evaluation methods.

2. Implement a more comprehensive orientation and training program for building-level administrators and other professional educators.

3. Implement a review of the communication network between Staffing Control and the BTP office in an effort to identify and eliminate barriers to speedy identification of beginning teachers. Procedures for notifying the BTP office of status changes should also be reviewed.

4. Initiate more frequent contacts with program participants for the purpose of providing information and more direction.

5. Periodically monitor support teams to ensure that teams are functioning properly. This would include a review of portfolios and verification of the existence and appropriateness of written professional development plans.

Perhaps, the last is the most critical of the five recommendations. In the event that a beginning teacher is not recommended for certification after participating in the BTP, the legal position of the district could be jeopardized by the lack of complete documentation regarding support team efforts and assessment results and the lack of supervised support provided in the manner mandated by the state. This recommendation, if implemented, could help to eliminate such a predicament.

INTRODUCTION

Purpose and Goals

Among the prerequisites for regular teaching certification in the State of Florida is participation in a year-long Beginning Teacher Program. The Beginning Teacher Program has as its major goal the development of highly skilled and competent teaching professionals. This is accomplished through a formalized program of support, training and documentation of generic teaching competencies for beginning teachers. The beginning teacher was, during 1982-83, operationally defined as "a teacher who holds a bachelor's degree or equivalent vocational temporary certificate and who does not have three full years of successful out-of-state teaching experience within the last ten years, in increments of not less than one full year" (Rule 6A-5.75 Florida Administrative Code).

Successful completion of the program is determined by the demonstration of twenty-three generic teaching competencies. Of fifty-two major competencies that were submitted to a broad sample of Florida teachers, these twenty-three were given the highest rating of importance in the practitioners' day-to-day teaching activities. These competencies appear in Appendix A.

Emphasizing the development of pedagogical skills, the program is designed to (1) assist beginning teachers in their continuing professional development and (2) to ultimately impact student learning by providing a set of supervised support services for teachers in their first year(s) of teaching in Florida. Supervised support, feedback and training are regularly provided to the beginning teachers by a team of experienced and competent educators, referred to as the support staff. This assistance is intended to facilitate the continuation of the beginning teachers' professional development and to increase the beginning teacher's success in the demonstration of the generic competencies.

Program Implementation

In its efforts to improve the quality of its educational systems, the State of Florida began implementation of the Beginning Teacher Program on July 1, 1982. The Dade County Program became operational on the effective hiring date of the Beginning Teacher Program Coordinator.

Between August 1982 and January 31, 1983, a total of 989 teachers was hired by the Dade County Public Schools. By February 14, the cutoff date for placement in the BTP, there was a total of 374 beginning teachers. The beginning teachers were distributed among 190 work locations. Subsequent changes in classification by the Office of Personnel reduced the number of beginning teachers to 207.

The number of individuals serving as support team members totalled 409. This group consisted of 207 peer teachers, 142 building-level administrators and 60 other professional educators. Other professional educators consisted of several types of educators. The group was comprised of 9 curriculum supervisors, 29 assistant principals, 8 university faculty and 14 other area and district-level administrators.

Procedures for implementation of the program in Dade County have been specified in the District's 1982-83 DCPS Plan for the Florida Beginning Teacher Program. The program plan included, but was not limited to, the criteria set forth in Rule 6A-5.75(4) Florida Administrative Code. However, several operational features of the program merit brief discussion.

Support Staff. Upon establishing that a newly hired teacher meets the beginning teacher eligibility criteria, a support team is assigned to assist the teacher. The support staff must include a peer teacher, a building-level administrator and at least one other professional educator. Team members are defined as follows:

1. Peer Teacher (PT) - An experienced teacher who holds a valid regular certificate and teaches at the same level, in the same subject area, or the same service area as the beginning teacher. This teacher shall possess the special knowledge and competencies needed to provide adequate support for the development of beginning teachers.

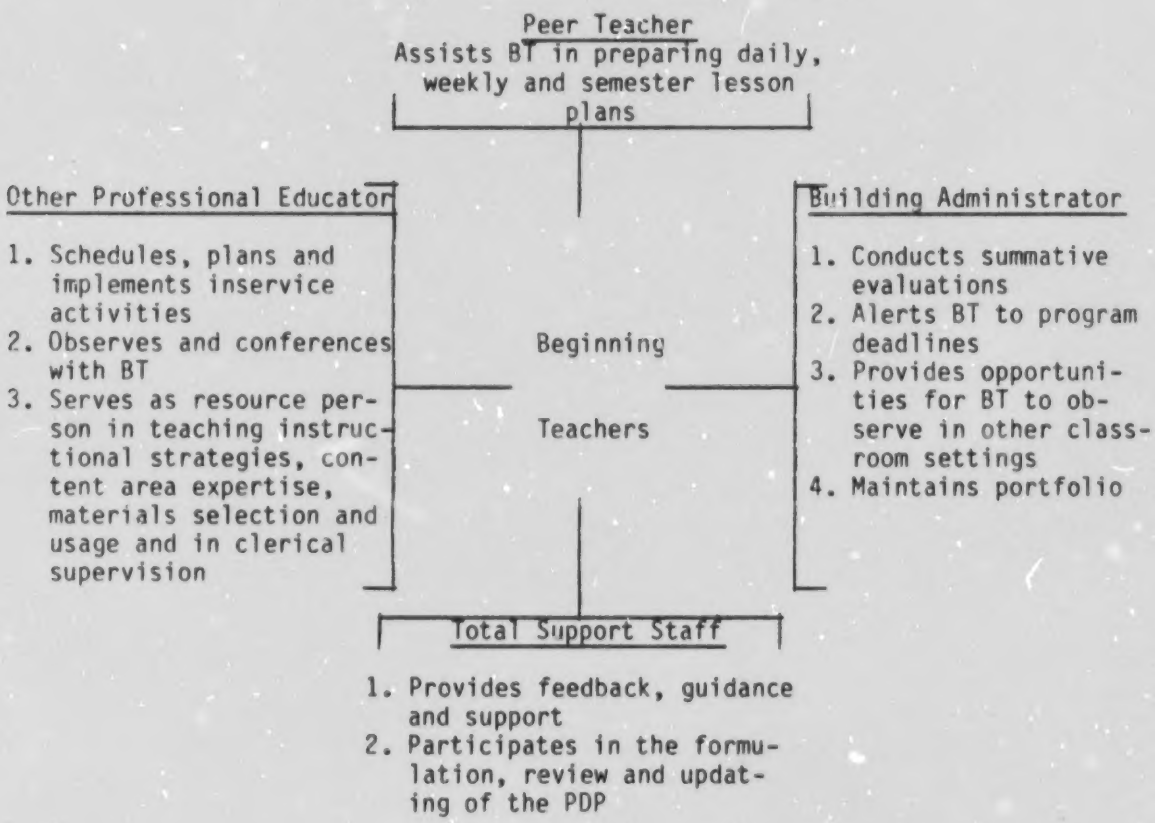
2. Building-Level Administrator (BLA) - A certificated school-based administrator.

3. Other Professional Educator (OPE) - A professionally trained and experienced individual. This may include, but is not limited to, teacher education center directors, staff development specialists, curriculum directors, instructional supervisors or specialists, college or university teacher educators.

The support staff is formally assigned the responsibility of providing direct supervised support services. This support is designed to enhance the performance of the beginning teacher through observation and through the provision for corrective feedback and training activities. The responsibilities of individual support staff members in the provision of supervised support to the beginning teacher are depicted in Figure 1.

Professional Development Plan. To assist in the improvement and the demonstration of acceptable teaching performance, a professional development plan (PDP) is formulated for each beginning teacher after the first observation of the teacher. This plan is reviewed and modified, as needed, subsequent to each summative observation. The PDP is the specification of target competencies--identified on the basis of information provided by the formative evaluation--and training activities needed to improve performance on the competencies.

Figure 1
Support Team Responsibilities to the Beginning Teacher


Peer Teacher
Assists BT in preparing daily, weekly and semester lesson plans
Other Professional Educator
1. Schedules, plans and implements inservice activities
2. Observes and conferences with BT
3. Serves as resource person in teaching instructional strategies, content area expertise, materials selection and usage and in clerical supervision
Beginning Teachers
Building Administrator
1. Conducts summative evaluations
2. Alerts BT to program deadlines
3. Provides opportunities for BT to observe in other classroom settings
4. Maintains portfolio
Total Support Staff
1. Provides feedback, guidance and support
2. Participates in the formulation, review and updating of the PDP

This plan is developed by the support staff with the knowledge and participation of the beginning teacher.

Portfolio. The Beginning Teacher Program requires the maintenance of a portfolio for each beginning teacher. The portfolio includes any documentation of support team efforts and documentation of the beginning teacher's performance. Among the portfolio contents are the professional development plan, the teacher's formative evaluation(s), and the summative evaluation.

Evaluation. Evaluation activities in the Beginning Teacher Program are of two types, formative and summative. Formative evaluation is the ongoing process of assessing, providing feedback, and improving the performance of the beginning teacher. Summative evaluation is the process of determining the successful demonstration of minimum essential competencies. This component includes the observation instruments and procedures used in the assessment of competence.

During 1982-83, beginning teachers were assessed using the Teacher Assessment and Development System (TADS). The system includes, but is not limited to, performance indicators that measure the 23 generic competencies. TADS measures specific performance indicators in each of the following categories: Preparation and Planning, Knowledge of Subject Matter, Classroom Management, Techniques of Instruction, Assessment Techniques, Teacher-Student Relationships, and Professional Responsibility. Measures of the first six categories are obtained in the classroom through direct, systematic observation procedures.

TADS is not merely an assessment system, but it is also an ongoing and continuous observation/professional growth process. Four components are involved in this process: 1) pre-observation interview, 2) classroom observation, 3) data recording and scoring, and 4) prescription conference. Professional development is enhanced by focusing upon teachers' strengths and weaknesses on important basic teaching elements that are reflected in the instrument.

DESCRIPTION OF THE STUDY

Purpose of Evaluation

The Beginning Teacher Program evaluation consisted of an examination of the appropriateness and effectiveness of major elements of the Beginning Teacher Program. The program elements which were reviewed in the evaluation included the identification and placement of the beginning teacher; selection and assignment of the support team, orientation and training, support team communication and cooperation, the professional development plan, time requirements, program coordination, the portfolio, and program effectiveness.

The purpose of the program review was twofold: to determine whether the required activities occurred and in the manner prescribed by district and state guidelines, and to determine whether the program had an overall favorable impact upon the performance of the beginning teacher on the 23 generic competencies.

Evaluation Procedures

Information used for evaluation of the Beginning Teacher Program was obtained from three separate investigations of the program.

Study I. The review of the Beginning Teacher Program involved the use of separate evaluation surveys for the beginning teacher and support staffs. Copies of the surveys appear in Appendix B. The surveys were developed to cover the series of evaluation questions that were listed in the 1982-83 Beginning Teacher Program plan. The majority of items that appear on the survey were structured so that selected information from the beginning teacher could be checked against the information provided by corresponding support staff and vice versa.

A list of beginning teachers and support staff members who were a part of the program by February 14, 1983 was obtained from the Beginning Teacher Program coordinator. During the month of May, surveys were distributed to each beginning teacher and support staff member whose name appeared on the participants' list.

In addition to the evaluation surveys, program participants were requested to complete weekly time-by-activity logs. For beginning teachers, the logs provided a record of the amount of time and the number of times (instances over five minutes) the individual teacher engaged in BTP-related activities: planning, conferencing, required remediation activities, and "other" training activities. Copies of the forms along with definitions of the activity categories appear in Appendix C. For designated weekly time periods, the individual support team members indicated the number of times and the total amount of time spent in the support activities of planning, conferencing, and assessing. Time/activity logs were distributed to the identified Beginning Teachers and support team members during each nine-week period.

Demographic survey forms were distributed to newly identified beginning teachers along with time-by-activity logs at the beginning of each grading period. The beginning teachers were requested to provide background infor-

mation (e.g., undergraduate university, college major, years teaching experience, competency exam scores, etc.) which would be useful in establishing correlations with teacher performance.

An I.D. coding system was employed during the evaluation to protect the identity of the beginning teacher and support staff members. Respondents were informed that the I.D. codes would be destroyed at the completion of the evaluation. Respondents were instructed to place I.D. codes, rather than names, on all survey forms that were returned.

The analysis of data from the evaluation surveys involved the calculation of the frequency of responses to each response category for each item. Separate analyses were conducted for each participant subgroup. Evaluation criteria were established to facilitate the identification of clear-cut areas of agreement and disagreement within and between the support team subgroups on the evaluation survey items. A response level of two-thirds (67% of respondents) was determined as necessary in order to establish a majority response within a participant subgroup. Intergroup response variations within $\pm$ 10 percentage points were considered indicative of consensus between subgroups.

Study II. External consultants were contracted by the Office of Educational Accountability (OEA) to conduct on-site interviews with a randomly selected group of beginning teachers and their support team members and to examine the portfolios and professional development plans established for the teachers. The procedures of the study were implemented in accordance with established guidelines provided by the Office of Educational Accountability.

Interviews were conducted in two phases. Phase I occurred during February and March 1983; Phase II during May and June 1983.

Prior to conducting the interviews, a list of general topics and specific questions were developed for all four members of the support teams (Appendix D). The major thrust of the first set of interviews was to elicit responses from the participants in the general areas of the selection of support teams, school-site team-building, communication and cooperation, program procedures, and training for team members. In the second phase, the major topics of the structured interview were program issues and concerns, and recommendations for improving the program (See Appendix E). Also in Phase II, a more detailed examination was made of individual portfolios with regard to maintenance and required documentation. The portfolio checklists used in the study are shown in Appendix F.

OEA provided the consultants with a list of 20 randomly selected names of beginning teachers who were admitted to the Beginning Teacher Program in August 1982. This sample was selected to ensure completion of the time requirement for the first summative observation. The first summative observation was to occur within the first 90 days of the school year, prior to January 7, 1983. The sample was stratified to ensure a proportionate number of elementary, secondary, and vocational teachers. Table 2 shows the distribution of the sample by level and subject area. The footnote in Table 1 gives the distribution of the sample by school zone area.

The sample used in Phase II was identical with that of Phase I. However, one elementary classroom teacher did not participate in Phase II because the teacher was issued a regular teaching certificate by the Department of Education in the month of April 1983, prior to the occurrence of the second set of interviews.

TABLE 1

DEMOGRAPHIC DISTRIBUTION OF BEGINNING

TEACHERS INTERVIEWED IN PHASES I AND II

Level of Instruction	n = 20	Number of Beginning Teachers by Subject Area	
Elementary		Classroom Teachers	(4)*
		Drama	(1)
		Music	(4)
		Speech Therapy	(1)
Junior High		Exceptional Ed.	(1)
		Language Arts	(2)
		Math/Science	(1)
		Music	(1)
Senior High		Math/Science	(1)
		Physical Education	(1)
		Reading	(1)
		Vocational	(2)

Area Distribution: South (4), South Central (5), North (1), North Central (10).

*This number reduced to (3) in Phase II because the teacher was removed from the program.

All interviews with the beginning teachers were conducted at their work location. While at the work locations, the consultants also interviewed other members of the support teams, namely principals and peer teachers. There was one occasion where a third member of the support team was at the beginning teacher's work location. All other interviews with Other Professional Educators on the support teams were conducted by telephone.

While at each of the work locations, the consultants examined the portfolio maintained for each beginning teacher. The portfolios were examined for the purpose of determining the appropriateness and comprehensiveness of required documents.

Study III. A series of interviews was conducted in the spring of 1983 by an OEA evaluation specialist in an attempt to delineate the identification process for beginning teachers and the placement of teachers in the Beginning Teacher Program. Information was sought that yielded data on the typical flow of events, the key personnel involved, and problems that were encountered in the program's first year.

Since all program participants started as newly hired teachers, they were processed through the Office of Personnel. To obtain information on this office's role, the Staffing Coordinator was interviewed. This was deemed as a necessary component to a comprehensive survey because initial identification occurs here.

The Coordinator of the Beginning Teacher Program was also interviewed. It was here that the bulk of the information was obtained due to the two-way articulation this position has with both principals in the schools and personnel.

Finally, administrators at four schools were selected for interviewing. Selection was guided by the number of beginning teachers at the school, geographical distribution, and school level.

Those interviewed from the Office of Personnel and the Beginning Teacher Program were asked about the criteria used to determine beginning teacher status and the documentation involved. Reclassification procedures were discussed as well as the time frame involved.

All were asked about the notification process. Personnel was queried specifically with regard to how that office articulates with the BTP. School administrators were asked about the flow of information to and from the BTP. The Coordinator of the BTP was asked about the entire process.

Another segment of the notification process consisted of mobilizing the support team. Queries regarding the selection of teachers and other professional educators were put to both school administrators and the coordinator of BTP.

FINDINGS

Evaluation findings for each of the Beginning Teacher Program components which were investigated are reported separately. The discussion of beginning teacher identification and placement procedures represents the findings of Study III in which program and school administrators were interviewed regarding this aspect of the program. Findings for the other program elements are organized according to survey findings and information obtained from the onsite interviews (Study III).

The reporting of survey and interview findings provides different perspectives of the program elements. Survey results render general descriptions which typify the component, whereas interview findings often provide more detailed accounts and specific explanations for findings.

Summarized findings of on-site interviews are provided in this presentation. Detailed information obtained from the interviews may be obtained from OEA.

Survey findings are indicators of the opinions and perceptions of only the survey respondents. Survey data were obtained from 155 beginning teachers (66%), 168 peer teachers (71%), 90 building-level administrators (63%), and 28 other professional educators (47%).

Tables which are referred to in the text of the findings appear in Appendix G.

Beginning Teacher Identification and Placement

As part of the overall evaluation plan, an attempt was made to understand the process by which teachers are identified and placed in the Beginning Teacher Program. To obtain current information, interviews were held with the Coordinator of the Beginning Teacher Program and the Coordinator of Staffing Control within the Office of Personnel.

In addition, information was sought at the school level. Administrators from four schools were interviewed. Selection for inclusion was based upon the number of beginning teachers at a school. Sites with three or more beginning teachers were chosen because it was felt that their input would reflect a high degree of involvement with the program. Geographic location and level of school were also considered. A diagram depicting the process of beginning teacher identification and placement appears in Figure 2.

During the 1982-83 school year, identification of beginning teachers was the responsibility of Staffing Control. At the time of employment, a teacher was classified as one of the following: definitely a beginning teacher (01), definitely not a beginning teacher (02), or possibly a beginning teacher (03). Transcripts, resumes, and other documentations were used to decide. For the latter category (according to the Coordinator of Staffing Control), this process can be slow, sometimes taking up to three months.

Staffing Control then generated a weekly report of all teachers hired each week along with their status for the Beginning Teacher Program. It is then forwarded to the Beginning Teacher Program Coordinator. Beyond this, Staffing Control's only other responsibility was to notify the Beginning Teacher Program of changes in classification.

During the time of the interview, this latter activity was undergoing some changes due to the modification of the weekly report. Initially, a cumulative report was used which included changes. As the number of teachers hired this past year grew, the cumulative list became inefficient and unmanageable. At the time of the interview, the weekly report was being switched to a weekly summary of activity report, listing only those new teachers and their status. It was unclear how changes in classification would be handled.

Based on the weekly reports, a file was compiled and maintained in the BTP office for each person classified as beginning teacher (both "definites" and "maybes"). An informational package was sent to the principals of the beginning teachers' schools. It contained two folders (one each for the BT and PT), a handbook for the principal, and an empty portfolio folder. There was also a "contact sheet" which requested the principal to note the date the BT started and the peer teacher was assigned. Sometimes this form was included with packets, but not always. It was requested that this form be filled out and returned to the BTP Coordinator.

School administrators who were interviewed acknowledged the receipt of these folders, the time involved between the start of a BT, and receipt of materials was reported to be variable, ranging from immediately to three weeks. However, this was not the primary method of identification of BTs. When queried as to how a recently hired teacher's status was determined, responses ranged from "depending on a printout from Staffing Control," to "the BTP," to "applying the assessment criteria."

According to the Coordinator of BTP, this form may or may not include the name of the OPE, depending on whether that assignment was made by that time. The assignment of the Other Professional Educator was the responsibility of the Coordinator of the BTP. There was reportedly a high variability in the amount of time taken to name the OPE, due to the general difficulty of locating a qualified and appropriate individual.

There did appear to be some confusion as to whose responsibility the assignment of the OPE was, based on BLA interviews. Two BLAs interviewed acknowledged that they had assigned OPEs for their BTs.

The orientation program underwent changes during this past year. Initially a structured program was given at the beginning of the school year. The "rolling admissions" nature prevented many from receiving training on a timely basis. Thus, videotapes of the previous sessions were then disseminated to schools as needed. A major problem was encountered when it was discovered that not every school had the proper equipment with which to view the tape. The cutoff date of February 14th for admission to the BTP was instituted with the expectation that this problem should be alleviated.

Problem areas identified in the selection process which were identified through the interview follow:

1. There did not appear to be an adequate "tracking" system which could yield information concerning the classification and status changes of beginning teachers. For example, some BTs went on extended leave and the BTP coordinator was unaware. Also, the transient nature of 3100s hindered the impact of a stable support team.

2. It appeared that the orientation program was not standardized and given on a timely basis for all BTs and support team members. Since the orientation served the purpose of disseminating programmatic information and since the BTP was new and therefore unknown, this would seem to be a pivotal factor in later success.

3. A concern was raised regarding the appropriate administrative handling of BTs who either leave for another school site and BTs who take leaves of absence. The policy concerning this did not seem clear to all BLAs questioned.

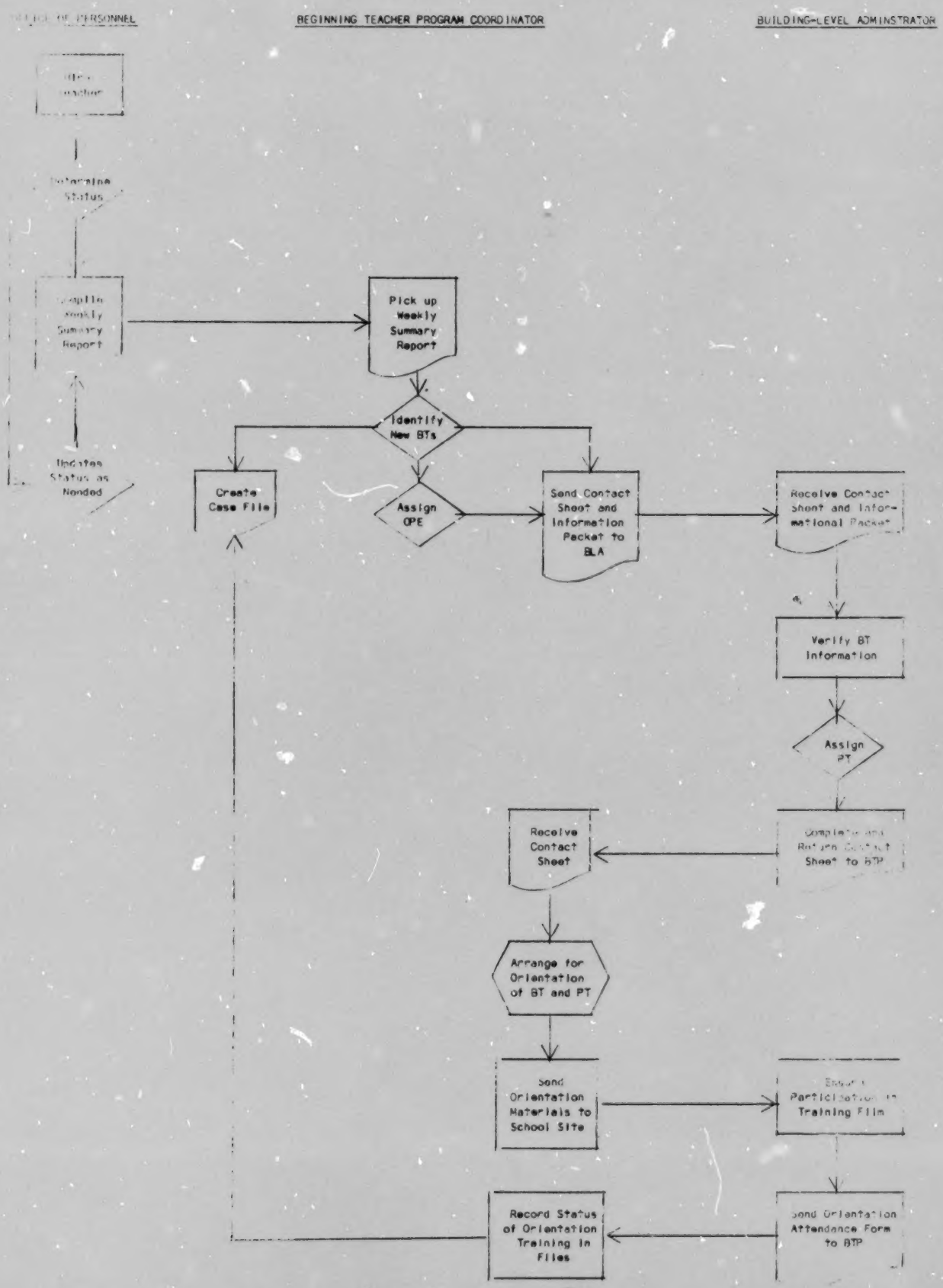
4. There was much confusion over who was responsible for assigning an OPE and what that OPE was expected to do.

5. Responses from those BLAs queried indicated a general problem of lack of clarity with regard to policies, guidelines, and rules. This was compounded by, in at least two cases, a lack of accessibility to the BTP Coordinator.

6. Problems related to inaccurate teacher classification by Staffing Control necessitated frequent deletions and additions to the list of beginning teachers. A total of 376 teachers was classified as beginning teachers prior to Feb 14. This number was subsequently reduced to 207 beginning teachers, primarily as a result of inaccurate classifications.

Figure 2

IDENTIFICATION OF BEGINNING TEACHERS AND PLACEMENT IN THE BEGINNING TEACHER PROGRAM



Orientation/Program Preparation

A. Survey Findings

Support Team Members. The percentage of support team responses to the survey items which related to program orientation and preparation appears in Table 2. Items which comprise this category may be regarded as indices of the extent of orientation/pre-service participation by support team members and the degree of orientation effectiveness.

A serious problem related to program orientation and training, as indicated by survey responses, was the lack of any program-related orientation or training for the Other Profesional Educators. Less than two-thirds indicated that they had participated in an orientation activity.

Because of the lack of orientation, many OPEs did not possess the knowledge and skills to discharge their OPE responsibilities. Although a sizeable percentage of OPEs reported being knowledgeable of the 23 generic competencies that beginning teachers must demonstrate for certification, the percentage did not comply with the two-thirds criterion. In additon, OPEs reported the following deficiencies - all of which are reflective of inadeqate program orientation:

1. An insufficient number of OPEs felt that they were adequately trained in observation and consulting skills;
2. Most OPEs reported that they were not sufficiently acquainted with the BTP-related roles and responsibilities of other members of the support team;
3. A sizeable percentage of OPEs reported that they were not familiar with their own role and responsibilities as an Other Professional Educator.

Although both the building-level administrators and the peer teachers received orientation to the Beginning Teacher Program, the administrators were more knowledgeable about program requirements and expressed greater skill in observation and conferencing techniques. These responses, however, may not serve as a valid indicator of pre-service effectiveness due to the similarity between the administrator's BTP responsibilities and his/her routine job activities. Nearly all school-based administrators possess extensive experience in observation and conferencing since one of their major responsibilities is the evaluation of instructional personnel within the work location. Therefore, their confidence in the use of these skills may result more so from their experience in the routine tasks of observation and conferencing.

As a more valid measure of the perceived effectiveness of the orientation, building-level administrators were asked in another survey item whether the information that was received in the orientation was sufficient to properly fulfill their BTP-related responsibilities. Only 44% of the BLAs responded affirmatively. Thirty-two percent perceived that the pre-service failed to provide adequate information; another sixteen percent were uncertain. These may be taken to suggest that most BLAs did not perceive the pre-service as covering all of the relevant topics.

Peer teacher responses corroborate the BLA findings. Most peer teachers indicated that the orientation failed to adequately inform and train them in important areas. Findings indicate that most peer teachers were comfortable only in their knowledge of the generic competencies. Although the peer teachers reported that they were well-informed of their roles and responsibilities and those of the BLA, many felt that they did not have sufficient knowledge of observation and conferencing techniques. This finding has significant implications for the operation of the support system. With the exclusion of planning activities, the support process primarily involves two components, namely observing and conferencing. Although the peer teacher is not involved in the summative observation process, the formative evaluations by the peer teacher are a vital part of the support process. With inadequate training in these two areas, coupled with inadequate OPE training, the formative evaluation process is less capable of effecting a strong impact.

A weak point that was common to the BLA and peer teacher orientations was the lack of information given regarding other professional educators. Just as OPEs were not knowledgeable about their role and responsibilities, there was also unfamiliarity with OPE functions on the part of peer teachers and BLAs. Less than one-half of the BLAs and peer teachers were familiar with the OPE's role on the support team. This being the case, there exists a possibility that the benefits afforded the beginning teacher by OPE involvement on the support team was not fully recognized by the BLA or the peer teacher. Consequently, unless OPE involvement was voluntary, his/her assistance may have been frequently undervalued and unsolicited by other support team members.

Beginning Teacher. Information which summarizes the responses of beginning teachers to the survey items related to program orientation appear in Table 3. No problems that were related to beginning teacher orientation can be detected from the data. The majority of beginning teachers reported that they participated in some type of orientation to the Beginning Teacher Program. The data also indicate that the orientation was effective in familiarizing the teachers with the purpose of the program and with the 23 generic competencies. The orientation also provided other general information which many felt they needed to know about the program.

B. Interview Findings

BLAs ratings on the adequacy of their training for the BTP tended to polarize - they were either strongly positive or strongly negative, although mean ratings fell within the neutral range. Most BLAs interpreted the question to refer to TADS training rather than BTP training.

Selection, Assignment and Functioning of the Support Statff

A. Survey Findings

In order to elicit the program's full range of impact, each beginning teacher's support staff should be established and functioning within a short period of time subsequent to his/her employment. For the purposes of this study, a reasonable period of time was determined to be three weeks after the teacher's assignment to a site. Several questions were posed to building-level administrators to determine the extent that peer teachers and other professional educators were assigned to support teams and the promptness of support team assignments. Table 4 displays the questions that are related to support team selection along with the percentage of responses. Most of the questions related to this category were presented to administrators exclusively, since the administrator was the only team member with a responsibility for support team selection.

Questions were also presented to beginning teachers to determine the degree of consensus between administrator and beginning teacher responses. Survey responses for beginning teachers appear in Table 5.

According to most administrators, peer teachers were assigned to nearly all of the beginning teachers, and peer teachers were assigned to support teams within a relatively short period of time (within three weeks) after the beginning teacher's employment. This finding was consistent with the responses given by the beginning teachers; the vast majority indicated assignment of a peer teacher within a three-week period after beginning teacher identification.

One third (N=51 of the 155) of the beginning teachers indicated that support team members had been assigned and were functioning as required. This number was determined by summing the number of beginning teachers responding "yes" to each of the following indicators of support team performance:

1. a peer teacher was assigned to the support team;

2. an OPE was assigned to the support team;

3. the teacher had been observed by the OPE at least once;

4. the OPE had conferenced with the beginning teacher regarding his/her performance on the generic competencies;

5. regular feedback and support had been provided by the peer teacher throughout the beginning teacher's employment;

6. regular feedback and support was provided by the BLA throughout the beginning teacher's employment; and

7. the BLA had conferenced with the beginning teacher regarding his/her performance on the generic competencies.

According to both beginning teachers and building-level administrators, an OPE did not participate on most of the support teams. This may be attributed to one of two factors. The OPEs may not have been assigned to the support teams--the school administrator or responsible district personnel did not fulfill their responsibilities in the assignment of OPEs; or the OPE was assigned, but the BLA was not notified of the assignment. Findings indicate that few BLAs knew the name of each teacher's OPE. Regardless of the reason, however, it was unlikely that the OPE actively participated on the support team.

Administrator percentages also reveal that information given regarding the selection of OPEs was not sufficient in most cases. Fewer than the criterion number were not even aware that the OPE was to be assigned to the support team. Consequently, the OPEs were not utilized in many cases. Such a response is also indicative of the ineffectiveness of the administrator orientation through which information regarding OPE participation and selection was to have been disseminated.

Operationally, the support team--in most cases--can be defined as a peer teacher and building-level administrator. This can be supported by the high frequency and consistency of responses indicating lack of OPE involvement on the support team.

B. Interview Findings

Seven of the 20 BLAs encountered problems in selecting and assigning PTs because of various reasons, the primary one being lack of interest and sufficient incentives. Thirteen did not report problems but, in seven of these cases, it was existing personnel arrangements ("buddy system" members or department heads) which assured the availability of PTs. Once assigned, BLAs considered all but one PT (who became ill) to have carried out their responsibilities adequately. However, four of the 20 PTs did not carry out their responsibilities fully according to their BTs.

The situation was quite different in the case of OPEs. Only one OPE, an Assistant Principal, was selected and assigned by a BLA. All others were selected and assigned by the BTP Coordinator. The functioning of the OPEs was very limited. Only eleven OPEs observed BTs; the other nine did not. OPEs explained that they perceived their role to be that of resource persons when the need arose. If no specific request for their services was received, they did not function as an active support team member.

Communication/Cooperation Within The Support Team

A. Survey Findings

An effective competency-based instructional system consists of a reliable and valid assessment component and a support and remediation component. Each support team member has an assigned role within each system, however with varying degrees of importance and involvement. There is an obvious interdependency among their various tasks, and the "meshing" of these roles is generated through a concerted and interactive support team effort. Such an effort is an outgrowth of frequent communication and collaboration among the support team members regarding the beginning teacher's professional development.

Such was the case in most relationships between building-level administrators and peer teachers (see Table 6). Each reported regular collaboration with the other regarding the beginning teacher's performance. Clearly, however, communication between these groups was enhanced due to their assignment to the same work location, resulting in occasional daily contacts.

Most support team members, with the exception of other professional educators, agreed that the communication and cooperation among support team members was satisfactory. In view of the facts, however, that many support teams did not include an OPE and that many peer teachers and BLAs did not know the OPE(s) name, the respondents in all likelihood did not include the OPE as a support team member. Other survey responses support this hypothesis. Although peer teachers and administrators reported satisfactory communication within the support team, they indicated that there was no regular collaboration between them and their OPE cohorts. OPE responses reinforce this observation. Few OPEs reported regular collaboration with BLAs or with peer teachers.

Since instances of collaboration with the OPE were infrequent and irregular, the administrators and peer teachers were not afforded the use of the OPE's expertise. This would have the greatest impact in those areas of responsibilities unique to the OPE--the scheduling, planning and implementation of inservice training; and serving as a resource person in teaching instructional strategies, content area expertise, materials selection and usage, and in the area of clinical supervision. Consequently, administrators and peer teachers may have had to provide assistance in areas in which they were intended to have only marginal involvement due to their limited knowledge and/or other demands.

B. Interview Findings

In general, reciprocal communication and cooperation between BLAs and PTs were viewed as positive by all concerned, including the BTs. Because they were so minimally involved on the support teams, no questions were included in regard to OPE relationships.

Procedures For Evaluating and Planning Professional Development

A. Survey Findings

The primary aim of the Beginning Teacher Program is to facilitate the professional development of beginning teachers. This section is a review of the procedures that are generic to the support process--assessment, conferencing and feedback, and implementation of the professional development plan. Beginning teacher responses to survey items related to this category are contained in Table 7.

Results of teacher evaluations form the basis for remediation and support services. The demonstration and assessment component of the program includes a minimum of five evaluations, three formative and two summative. Due to provisions in the UTD contract, responsibility for conducting summative observations was assigned solely to the building-level administrator. Since administrators were required by contract to conduct a minimum of two summative observations of beginning teachers, survey items related to this issue were not included in the survey. It should be noted, however, that a moderate percentage of principals (24%) reported that they did not receive TADS training within the first 90 days of the date the first beginning teacher was assigned. Consequently, some teachers were not summatively evaluated with the approved evaluation instrument within the first 90 days as required in the BTP plan and by Florida law.

Responsibility for formative evaluations was assigned to the building-level administrator and the OPE. The peer teacher was not assigned any responsibility for observations or assessment. Although peer teachers were not directed to conduct observations, most of the beginning teachers reported that they had been observed at least once by the peer teacher. Slightly more than 50% of the beginning teachers indicated that they had been observed by the other professional educator.

Most of the conferences with the beginning teachers were held by the BLAs and peer teachers. Percentages indicate that both team members conferred regularly with the teachers regarding their performance on the competencies. An overwhelming majority indicated that regular feedback and support were received from the peer teachers and administrators. Similarly, nearly all viewed these support staff members as supportive in terms of facilitating their professional growth.

OPE involvement in the feedback/conferencing process was infrequent. Less than one-half of the teachers reported that they had ever conferenced with the OPE regarding their performance on the generic competencies.

In addition to infrequent OPE participation, another weakness in the support process appears to be the formulation of the professional development plan. (PDP). The PDP was to be an outcome of the first summative evaluation conference, subject to review and revision during each subsequent post-observation conference. The plan was to be developed with the participation of the full support staff.

According to most beginning teachers, procedures for constructing the PDP were not implemented. Responses indicate, in the majority of cases, that conferences were not held subsequent to each observation. Other support team members generally did not attend the post-observation conferences--an indicator that most peer teachers and OPEs were not participants in PDP review and revision as required. Only 39% of the responding peer teachers indicated that they participated in the formulation of the PDP. The responses of the peer teachers and administrators also confirm that professional development plans were not formulated for many beginning teachers.

There is some indication from the data, however, that an informal apprcach to the professional development plan may have been implemented. Most beginning teachers indicated that they received specific, appropriate suggestions for competency development. In reality, any activity designed to improve acquisition of the competencies constitutes a professional development plan, whether communicated formally or in casual conversation. Professional development activities in all likelihood were probably recommended or assigned to beginning teachers, but generally were not reviewed and communicated in formalized conferences as stated in the program's plan.

One factor which impacts upon the number and the quality of the professional development plans is the administrator's or the support team's ability to assign appropriate training activities for each of the competencies. Although the majority of administrators felt that they had sufficient information regarding appropriate remediation activities for each of the generic competencies, there were 25% percent who felt that the information they had obtained was not sufficient or had some doubt. Although small, relative to the evaluation criteria that have been established for determining a majority, this percentage assumes some significance in view of the extent of OPE noninvolvement in the support process. Because the individual who probably had the greatest degree of expertise in the development of training activities--the OPE--was not actively involved in most support teams, some administrators may not have developed formal plans because they lacked sufficient information.

B. Interview Findings

Interview question 2 (c through h) for all program participants and question 6 and 7 (for BLAs) dealt with procedures for observing, evaluating and giving feedback to the BT, conducting planning conferences, developing the PDP, and providing developmental or remedial training activities.

Very few problems were encountered in regard to arranging pre- and post-observation conferences by any of the participants. When problems existed, lack of time was the major issue with BLAs and schedule conflicts were a major concern of BTs and PTs.

The mean ratings of BLAs on the effectiveness of formative and summative evaluations (using TADS instruments and procedures) were positive. However, nearly half of the BLAs offered negative reactions to TADS, focusing primarily on its demands on their time. Another set of questions dealt with different aspects of planning for the professional development of BTs.

Of the 20 BTs in the sample, only two were under prescription after the first summative evaluation. Each had a PDP for remediation, and both teachers were judged to have successfully overcome their deficiencies prior to the final summative evaluation.

Most BTs (17 of 20) reported getting help and feedback on their teaching from their PT. For the most part, the PT was viewed as the most significant source of help by BTs.

The BTs and PTs spent a major portion of their time in the program on planning. On the other hand, BLAs spent most of their time on summative evaluation requirements.

Time Requirements

A. Survey Results

Time-by-activity logs were distributed to all program participants to derive estimates of time requirements for Beginning Teacher Program activities. The average time expenditures of support team members appear in Table 9. Table 10 contains corresponding averages for the beginning teachers.

The response rate of the time/activity logs was considerably low--below 20% for support team members. Consequently, data may not be representative of the time expenditures for the participant population. Problems interpreting the data are exacerbated by missing data on many forms; and in the case of BLAs and OPEs, it is not possible to derive an estimation of the average time expenditure per beginning teacher.

Nonetheless, the data lend support to other responses given on the evaluation surveys. Again, the peer teachers and BLAs devoted a considerable amount of time to planning and the provision of support for the beginning teacher. Most peer teachers and administrators reported being involved in each of the activities at least one time per week.

There existed little variation between peer teachers and BLAs in the amount of time devoted to each of the activities. Throughout the three grading periods, peer teachers devoted an average of 60.8 min. to planning, 69.8 min. to conferring, and 57.9 min. to observing. Average time expenditures for BLAs were 69.2 min., 63.6 min. and 50.9 min.,respectively. Overall, the peer teacher respondents devoted an average of 3.14 hours per week to BTP-related activities. The weekly time expenditures for BLAs averaged 3.06 hours.

Beginning teacher respondents were engaged in BTP-related activities an average of 3.72 hours per week. Most of this time (over 80%) involved planning and conferencing activities.

Data for OPEs are not analyzed because of the exteremely small number of respondents.

B. Interview Results

Interview question 3 (see Appendix D) asked all program participants to report what program activity was most time-consuming.

Ninety percent (90%) of the BTs reported they spent the most time on planning conferences with the PT and BLA, sometimes daily or two or three times a week. Two elementary teachers cited PREP workshops as taking most of their time (see Table 11).

Seventy-five percent (75%) of the PTs also reported planning conferences as most time-consuming (going over lesson plans, etc.). Three (15%) mentioned paperwork/recordkeeping as most time-consuming.

BLAs (90%) were most preoccupied with the summative evaluation requirements. One principal reported that each TADS evaluation required four hours: pre-observation conference (1 hour); observation (1 hour); post-observation conference (1 hour); report writing (1 hour). Self-training in TADS added to the time involved for one BLA. One BLA commented, "If you have just one BT under prescription, it could take forever" (to meet TADS requirements).

PROGRAM COORDINATION AND DIRECTION

Interview Findings

With regard to the adequacy of coordination and direction from the BTP Coordinator's office, mean ratings of BLAs and PTs fell below the mid-range point (3.0). BLAs were mostly concerned with lack of communication and BT eligibility status. PTs who viewed the coordination and direction as inadequate also voiced criticisms about the lack of communication.

Portfolio

A. Survey Findings

The approved plan for the BTP requires that: 1) a portfolio be maintained by the BLA for each beginning teacher at their work location, and 2) the folder contain all forms, exhibits and records related to the participation of the teacher in the program. According to criteria set forth in the Beginning Teacher Program Handbook (pg. 7), each portfolio should contain the following:

1. Evaluations conducted by the BLA and OPE;
2. Professional Development Plan;
3. Form entitled, "Instructional Plan for the Completion of Service Competencies;"
4. Form entitled, "Record of Program Participants;" and
5. Form entitled, "Completion Record of Generic Competencies."

According to most of the BLAs who responded to the evaluation survey (79%), a portfolio was maintained for each beginning teacher. Although portfolios were kept in most cases, some uncertainty existed regarding the appropriateness and completeness of the portfolio contents. Thirty-two percent of the administrators indicated that they had not been informed of the required documents that were to be kept in the portfolio. Another eleven percent were not sure whether information regarding portfolio contents had ever been provided.

B. Interview Results

The contents of portfolios assembled for the sample of 19 BTs who completed the program were reviewed at work locations during each phase of the study. None of the portfolios contained complete required documentation. Only one required document (First Summative Evaluation) was found in all portfolios. However, in five out of 19 cases the date of the First Summative Evaluation was beyond the first 90 days of the school year, as required by the program plan.

Program Effectiveness

Survey Results

In order to determine the impact of the Beginning Teacher Program, information was obtained, through survey responses, regarding the effectiveness of individual support team members and overall program impact. Survey data which pertains to program effectiveness are presented in Table 12 and Table 13. Data on Other Professional Educators' perceptions of peer teacher and building-level administrator effectiveness are not presented because of limited OPE participation in the support process.

The peer teacher and the building-level administrator were viewed by the majority of all respondents as effective support team members. Beginning teachers indicated that both were instrumental in their professional development during their tenure in the program.

Viewed as least effective in facilitating the beginning teacher's development was the OPE. Fewer than the majority number within each of the participant subgroups, including OPEs, indicated that the OPE was an effective part of the support team.

Beginning teachers' responses to survey items regarding the program's overall impact were not overwhelmingly favorable. The beginning teachers indicating that program effects were positive numbered slightly more than two-thirds (69%). Even fewer--less than a majority--indicated that the program had a significant impact upon their professional development. With regard to the long term effects of the program, a slight majority indicated that the BTP will improve the quality of education within the state.

A more sizeable number of support team members provided favorable responses to items dealing with program impact. One rationale for the higher ratings is that support team members, as a part of the program and responsible for direct support of the teachers, are in actuality providing an evaluation of themselves.

Peer teachers and administrators indicated favorable program effects. Peer teachers (82%) indicated that the program had a positive impact upon the professional development of the beginning teachers.

Administrators as well as peer teachers considered the program's impact to be significant. Both felt that the program would achieve its long term goal--improvement in the quality of education.

Different perceptions of BTP impact are revealed between OPEs who participated in the support process and the total OPE sample. Data for all OPEs appear in the tables. However, of the fifteen OPEs who reported that they fulfilled their OPE role and responsibilities, 80% felt that the BTP had a significant impact upon the beginning teachers. Eighty percent (80%) indicated that the program would improve the quality of education in the state.

Data from BLAs were used to determine changes in beginning teacher performance on the teacher assessment instrument (TADS). Beginning teacher and peer teacher data were not analyzed since post-observation conferences were not held with some teachers and peer teachers usually did not attend the conferences. Information regarding performance on the assessment instrument would usually be given during the post-conferences.

Administrators responding to the survey reported that twenty-five beginning teachers failed to demonstrate at least one competency after the first summative evaluation. The number of teachers reported to have failed a competency after the second summative evaluation was reduced to six.

B. Interview Findings

Mean ratings of the overall effectiveness of the BTP program by BTs and members of the support team were on the positive side. PTs held the most favorable view of the program.

Recommendations for Improving the BTP

A. Survey Findings

Responses to open-ended items provided information regarding participants' recommendations for program improvements. Recommendations mentioned most frequently (10+ times) are listed in descending order of frequency.

1. Increase and improve orientation and training of program participants.
2. Improve program organization, coordination and direction.
3. Decrease time requirements/paperwork.

B. Interview Findings

Recommendations for improving the BTP were clusterd in the following categories, listed in descending order of frequency:

1. Provide for more effective coordination of the BTP;
2. Reduce time requirements or increase resources;
3. Provide more (or different types) of training for the BTP;
4. Provide for special programs or problems (i.e., make special adaptations for nondegree vocational teachers and speech pathologists);
5. Clarify evaluation procedures; and,
6. Provide more opportunity for BTs to observe other-classes.

In addition, the eleven OPEs who were more actively involved in the program recommended:

1. Training of OPEs in TADS formative evaluation;
2. Opportunity for more OPE input into decisions regarding deficiencies observed and in prescribing remediation; and,
3. Clarification of OPE's role.

DISCUSSION OF FINDINGS

The design of the Beginning Teacher Program is an example of a competency-based teacher education (CBTE) approach to teacher development. As a CBTE instructional system, certain essential elements are featured in its conceptualization. First, program efforts are based upon teachable and measureable competencies which are deemed necessary in everyday teaching. Second, an assessment component is mobilized whereby there is reliable and valid assessment of the generic competencies. The third element, an instructional component, utilizes procedures and strategies to teach the competencies to beginning teachers in a manner tailored to individual needs and capabilities.

The first element is beyond the purview of the District's implementation of the program since generic competencies are State-mandated. Much of the District's efforts are expended in the formulation and implementation of the latter two components. Evaluation findings indicate that each of the program elements were implemented, with a certain degree of success, primarily through the efforts of the building-level administrator and the peer teacher.

Evaluation findings also indicate that several program factors existed which inhibited the efficient and effective delivery of the CBTE system, particularly the instruction and support component. Most notable among these problems are support staff training, OPE utilization, professional development plans, and the maintenance of portfolios.

Support Staffing Training

Proper implementation of a project depends, to a great extent, upon adequate training of individuals who are responsible for the delivery of services. The Beginning Teacher Program cannot reasonably be expected to operate as intended until the support team--providers of supervised support--has attained sufficient knowledge of program goals, individual roles and responsibilities, program procedures, and sufficient training and skill development to enable the fulfillment of assigned responsibilities.

Evaluation findings indicate numerous shortcomings in the orientation and training aspects of the program. In the case of other professional educators, orientation was not provided to most. Most support team members who received training reported that information which was provided was inadequate and that training in certain essential skills was not provided. Training which was provided to administrators was lacking in that it addressed only the assessment component. Administrator training covered the use of the TADS assessment instrument rather than BTP policies and procedures.

The impact of inadequate training is often pervasive, usually a significant contributor to subsequent program shortcomings. The BTP training procedures probably had its most adverse impact upon the success of the OPEs. Because most had not been involved in any type of pre-service training, OPEs were less prepared than building-level administrators and peer teachers to discharge their BTP functions. Consequently, as other results confirm, the assistance given by the OPE was the least utilized and the least effective in the entire support process--the most salient factor being unfamiliarity with the program requirements and intended OPE responsibilities.

Adequate training in observation and conferencing techniques, particularly for peer teachers, assumes importance because of its relationship with support team eligibility. According to DOE regulation 6A-5.75(4)f, the criteria for eligibility of peer teachers "shall include training in observation skills, consulting skills, and instruction in and knowledge of the competencies expected of the beginning teacher." Most peer teachers were confident only in their knowledge of the latter. Inadequate training in these areas has the effect of limiting the peer teacher's ability to carry out support duties.

Although state regulations do not specifically require proficiency in consulting and observation skills for other professional educators, training in these areas are important nonetheless. OPEs are assigned specific formative evaluation responsibilities. Observation of BTs and conferencing are essential elements in the formative evaluation process.

Survey findings revealed that some administrators did not receive TADS training within the first 90 days of their first beginning teacher's assignment. Although the number of the administrators was moderate (24%), the potential problems which may result are significant. First, if training in assessment procedures was not obtained during the first 90 days, one of two outcomes occurred: a summative evaluation of the beginning teacher was not conducted within the required time period or the evaluation was conducted using an instrument which was not approved for summative evaluations of beginning teachers. Both have significant implications for the outcomes of the appeals process. Another consequence is the reduction in the duration of "directed" support which is provided to the teacher. An appropriate professional development plan can only be developed once specific teacher needs are targeted. These needs are targeted in the summative evaluation in which reliable and valid assessment procedures are utilized. As the length of time for the summative evaluation is extended, the time that can be devoted to the formulation and implementation of an appropriate professional development plan is reduced.

Utilization of Other Professional Educators

The assignment of other professional educators to the support teams is not optional. Complete teams are required for all beginning teachers. Each member of the support staff performs equally important functions, each having a very unique and significant role in the support process. The assessment component of the program becomes operative primarily through the fulfillment of BLA responsibilities; the instructional and remediation component, primarily through the OPE. The peer teacher provides a mechanism for providing some immediacy in responding to teacher needs and for providing the ongoing, daily continuity of supervised support.

Having such an important role, the OPE cannot be removed from the support system without adversely impacting upon teacher development. Probably the most notable of the consequences of OPE lack of participation are the reduction in the impact of the Beginning Teacher Program upon teacher development and increased demands upon the BLA and the peer teacher with regard to time commitment and subject area expertise. When the OPE was not involved in the process, implementation of the instructional and remediation component, if done, was assumed by the administrator and/or the peer teacher without benefit of any additional training and time resources -- both of which are essential if the component is to be implemented effectively.

Whether the OPE responsibilities were effectively carried out by the other support staff members is questionable. However, at least four factors operated which would have a deleterious effect upon the BLA and peer teacher efforts to provide remediation. These were (1) the selection of peer teachers from an instructional level or subject area different from that of the beginning teacher, (2) limited knowledge of administrators in certain subject areas, (3) time requirements of other job responsibilities, and (4) lack of peer teacher information regarding appropriate remediation activities as indicated by the survey results. Clearly, these obstacles cannot be overcome without more extensive training for administrators and peer teachers and greater allocation of time and resources (which reduces the time devoted to other job responsibilities).

The extent that OPE nonparticipation impacted upon time commitments during 1982-83 cannot be determined reliably from data obtained in the evaluation. However, the reader should note that the average weekly time expenditure for peer teachers exceeded the weekly two hours for which they were remunerated. Possibly, greater commitment by the OPE could have the effect of equalizing actual and remunerated hours for peer teachers. Time requirements for BLAs could also be reduced with greater OPE participation in conducting formative observations and conferences.

Professional Development Plans

Inadequate orientation to the Beginning Teacher Program may have also affected the extent of professional development plan preparation for beginning teachers. Information regarding the BTP was received by administrators primarily through TADS training. The philosophical basis for TADS, however, differs considerably from that philosophy which underlies the Beginning Teacher Program. In TADS, remediation is limited in most cases to teachers who display teaching deficiencies. Since TADS orientation was the only training related to the Beginning Teacher Program that was provided to BLAs, administrators are likely to have implemented the support system according to TADS procedures.

Evidence to support this conjecture was obtained during the on-site interviews. According to interview data, the perception of DCPS OPEs was that they were to serve as resource persons only when special needs arose or when requested. Two OPEs reported that they were not involved because BLAs responded that their services were not needed. A similar attitude may have been displayed by BLAs regarding the formulation and revision of professional development plans.

In the Beginning Teacher Program, however, the formulation of a formal professional development plan is not conditional. Formalized support and instruction are to be provided to all beginning teachers regardless of their level of performance. The goal of the program is to facilitate professional development and to improve teacher performance. The program aims to make good teachers out of poor teachers, to develop exceptional teachers from good teachers.

Portfolio/Documentation

Evaluation findings covering the maintenance of portfolios have no bearing upon the professional development of beginning teachers. Their implications are significant, however, with respect to the appeals process in efforts to establish the beginning teacher's level of performance at the conclusion of the program.

Realistically, all beginning teachers will not successfully complete the program; some, hopefully few in number, will not be recommended for certification. Appeals are certain to follow. It is, therefore, incumbent upon the District to defend its position through a comprehensive and appropriate set of documentation concerning each beginning teacher's performance and the extensiveness of support team efforts to assist the teacher. Evaluation findings reveal, however, that most portfolios of interviewed teachers were incomplete during Phase II interviews; a large percentage of principals reported that they were not informed about requirements for portfolio contents in the surveys. Both findings lend greater credence to the speculation that many portfolios may not contain sufficient evidence of teacher performance or of consistent and appropriate support. If such is the case, the District is placed in the precarious position of defending untenable decisions when reconsideration is requested due to incomplete documentation.

Conclusion

Although findings suggest the existence of other problems, improvements in these four problem areas are critical for BTP improvements beyond its current status. Such improvements, particularly in OPE utilization and the utilization of professional development plans, will undoubtedly contribute significantly to already existing positive effects on teacher performance.

APPENDIX A
GENERIC COMPETENCIES

Generic Competencies

1. Demonstrate the ability to orally communicate information on a given topic in a coherent and logical manner.

2. Demonstrate the ability to write in a logical, easily understood style with appropriate grammar and sentence structure.

3. Demonstrate the ability to comprehend and interpret a message after listening.

4. Demonstrate the ability to read, comprehend, and interpret professional material.

Basic General Knowledge

5. Demonstrate the ability to add, subtract, multiply, and divide.

6. Demonstrate an awareness of patterns of physical and social development in students.

Technical Skills

7. Diagnose the entry knowledge and/or skill of students for a given set of instructional objectives using diagnostic tests, teacher observations, and student records.

8. Identify long-range goals for a given subject area.

9. Construct and sequence related short-range objectives for a given subject area.

10. Select, adapt, and/or develop instructional materials for a given set of instructional objectives and student learning needs.

11. Select/develop and sequence related learning activities appropriate for a given set of instructional objectives and student learning needs.

12. Establish rapport with students in the classroom by using verbal and/or visual motivational devices.

13. Present directions for carrying out an instructional activity.

14. Construct or assemble a classroom test to measure student performance according to criteria based upon objectives.

Administrative Skills

15. Establish a set of classroom routines and procedures for utilization of materials and physical movement.

16. Formulate a standard for student behavior in the classroom.

17. Identify causes of classroom misbehavior and employ a technique(s) for correcting it.

Generic Competencies (Continued)

Administrative Skills (Continued)

18. Identify and/or develop a system for keeping records of class and individual student progress.

Interpersonal Skills

19. Counsel with students both individually and collectively concerning their academic needs.

20. Identify and/or demonstrate behaviors which reflect a feeling for the dignity and worth of other people including those from other ethnic, cultural, linguistic, and economic groups.

21. Demonstrate instructional and social skills which assist students in developing a positive self-concept.

22. Demonstrate instructional and social skills which assist students in interacting constructively with their peers.

23. Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs

APPENDIX B

EVALUATION SURVEY

Identification Code:_____

BEGINNING TEACHER PROGRAM EVALUATION SURVEY

FOR BEGINNING TEACHERS

Directions: Each beginning teacher is being requested to complete this survey in order to provide us with information regarding the implementation of the 1982-83 Beginning Teacher Program. Some data will be used to describe, in terms of major program components and activities, what has been implemented this year. Other information will be used to determine the effectiveness of the program in meeting desired goals.

Before completing the survey, please write your BTP identification code at the top of this page. Additional directions are given with each set of items. Please give us your honest opinion.

Please return the completed survey to Program Evaluation, Attention: Dr. Connor, Mail Code: 9999, Room 800, before May 18, 1983.

PART I: PLEASE RESPOND TO EACH OF THE FOLLOWING QUESTIONS BY PLACING A CHECK MARK BESIDE THE RESPONSE CATEGORY WHICH MOST CLOSELY REFLECTS YOUR OPINION.

1.	Did you understand the purpose of the Beginning Teacher Program?	( )YES	( )NO	( )NOT SURE
2.	Did you participate in a Beginning Teacher Program orientation activity?	( )YES	( )NO	( )NOT SURE
3.	Did the orientation program cover most of the things that you needed to know about the Beginning Teacher Program?	( )YES	( )NO	( )N/A
4.	Was a peer teacher assigned to work with you this year?	( )YES	( )NO	( )NOT SURE
5.	Was the peer teacher assigned within three weeks after you were identified as a beginning teacher?	( )YES	( )NO	( )NOT SURE
6.	Was an Other Professional Educator (OPE) assigned to work with you this year?	( )YES	( )NO	( )NOT SURE
7.	Was the OPE assigned within three weeks after you were employed?	( )YES	( )NO	( )NOT
8.	Were you thoroughly familiar with the 23 generic competencies that you were expected to demonstrate?	( )YES	( )NO	( )NOT SURE
9.	Were you familiar with the assessment procedure and criteria used in determining your mastery of the generic competencies?	( )YES	( )NO	( )NOT SURE
10.	Were you ever observed in your classroom by your peer teacher?	( )YES	( )NO	( )NOT SURE
11.	Did you and your peer teacher ever discuss your performance on the generic competencies?	( )YES	( )NO	( )NOT SURE

12.	Were you ever observed in your classroom by your Other Professional Educator?	( )YES	( )NO	( )NOT SURE
13.	Did you and your Other Professional Educator ever discuss your performance on the generic competencies?	( )YES	( )NO	( )NOT SURE
14.	Did you and your building-level administrator ever discuss your performance on the generic competencies?	( )YES	( )NO	( )NOT SURE
15.	Did you receive regular feedback and support from your peer teacher throughout the time of your employment this year?	( )YES	( )NO	( )NOT SURE
16.	Did you receive regular feedback and support from your OPE throughout the time of your employment this year?	( )YES	( )NO	( )NOT SURE
17.	Did you receive regular feedback and support from your building-level administrator throughout the time of your employment this year?	( )YES	( )NO	( )NOT SURE
18.	Do you consider the feedback/support given by your building-level administrator to have been beneficial to your professional development?	( )YES	( )NO	( )NOT SURE
19.	Do you consider the feedback/support given by your peer teacher to have been beneficial to your professional development?	( )YES	( )NO	( )NOT SURE
20.	Do you consider the feedback/support given by your Other Professional Educator to have been beneficial to your professional development?	( )YES	( )NO	( )NOT SURE
21.	Do you feel that your peer teacher satisfactorily fulfilled his/her role and responsibilities?	( )YES	( )NO	( )NOT SURE
22.	In terms of facilitating your professional growth, do you feel that your peer teacher was supportive?	( )YES	( )NO	( )NOT SURE

23.	Do you feel that the Other Professional Educator satisfactorily fulfilled his/her role and responsibilities?	( )YES	( )NO	( )NOT SURE
24.	In terms of facilitating your professional do you feel that the Other Profession supportive?	( )YES	( )NO	( ) NOT SURE
25.	Do you feel that your building-level administrator satisfactorily fulfilled his/her role and responsibilities?	( )YES	( )NO	( )NOT SURE
26.	In terms of facilitating your profesional growth, do you feel that the building-level administrator was supportive?	( )YES	( )NO	( )NOT SURE
27.	Was your peer teacher accessible whenever you needed guidance?	( )YES	( )NO	( )NOT
28.	Did a pre-observation conference with your building-level administrator precede each summative observation?	( )YES	( )NO	( )NOT SURE
29.	Were the evaluation procedures and criteria clearly communicated to you during the pre-observation conferences?	( )YES	( )NO	( )NOT SURE
30.	Did one or more other support team members usually attend the pre-observation conferences?	( )YES	( )NO	( )NOT SURE
31.	Did your building-level administrator meet with you after each summative observation to discuss your teaching performance?	( )YES	( )NO	( )NOT SURE
32.	Did one or more other support team members usually attend the post-observation conferences?	( )YES	( )NO	( )NOT SURE
33.	Were you given specific, appropriate suggestions for competency development by your support team members?	( )YES	( )NO	( )NOT SURE
34.	Were you ever under prescription for remediation of one or more generic competencies this year?	( )YES	( )NO	( )NOT SURE

35.	Were prescriptions or training activities for remediating deficiencies clearly communicated to you in the post-observation conferences?	( )YES	( )NO	( )N/A
36.	Did the training activities or prescriptions improve your teaching performance?	( )YES	( )NO	( )NOT SURE
37.	Were the role and responsibilities of teaching clearly specified to you?	( )YES	( )NO	( )NOT SURE
38.	Were the role and responsibilities of your Other Professional Educator clearly specified to you?	( )YES	( )NO	( )NOT SURE
39.	Were you informed that you should maintain a Beginning Teacher Program portfolio?	( )YES	( )NO	( )NOT SURE
40.	Were you informed of the required documents that were to be kept in the portfolio?	( )YES	( )NO	( )NOT SURE
41.	Do you feel that the support and assistance given to you through the Beginning Teacher Program had a significant impact upon your professional development?	( )YES	( )NO	( )NOT SURE
42.	Do you feel that the Beginning Teacher Program had a positive impact upon your professional development?	( )YES	( )NO	( )NOT SURE
43.	Do you feel that the support and assistance given to teachers through the Beginning Teacher Program will improve the quality of education in Florida?	( )YES	( )NO	( )NOT SURE
44.	Do you feel that your teacher training adequately prepared you to master/pass the state generic competencies?	( )YES	( )NO	( )NOT SURE
45.	Were you and your peer teacher assigned to the same instructional level?	( )YES	( )NO	( )NOT SURE
46.	Were you and your peer teacher assigned to the same subject area?	( )YES	( )NO	( )NOT SURE

47. Were you and your peer teacher assigned to the same work location? ( )YES ( )NO

48. If you and your peer teacher were assigned to different instructional levels or subject areas, did this interfere with the effectiveness of the support process? ( )YES ( )NO ( )N/A

If "YES," how did it interfere?

_____
_____
_____
_____

49. If you and your peer teacher were assigned to different work locations, did this interfere with the effectiveness of the support process? ( )YES ( )NO ( )N/A

If "YES," how did it interfere?

_____
_____
_____
_____

PART II: INDICATE WHETHER YOU FEEL THAT YOUR UNIVERSITY TEACHER EDUCATION PROGRAM PROVIDED YOU WITH SUFFICIENT KNOWLEDGE AND PREPARATION (THROUGH COURSEWORK OR CLASS EXPERIENCES) TO MASTER EACH OF THE 23 GENERIC COMPETENCIES.

50. Demonstrate the ability to orally communicate information on a given topic in a coherent and logical manner.	( )YES	( )NO	( )NOT SURE
51. Demonstrate the ability to write in a logical and easily understood style with appropriate grammar and sentence structure.	( )YES	( )NO	( )NOT SURE
52. Demonstrate the ability to comprehend and interpret a message after listening.	( )YES	( )NO	( )NOT SURE
53. Demonstrate the ability to read, comprehend, and interpret, orally and in writing, professional material.	( )YES	( )NO	( )NOT SURE
54. Demonstrate the ability to comprehend and work with fundamental mathematical concepts.	( )YES	( )NO	( )NOT SURE
55. Demonstrate the ability to comprehend patterns of physical, social and academic development in students, including exceptional students in the regular classroom, and to counsel the same students concerning their needs in these areas.	( )YES	( )NO	( )NOT SURE
56. Diagnose the entry-level knowledge and/or skills of students for a given set of instructional objectives using diagnostic tests, teacher observation, and observation of student records.	( )YES	( )NO	( )NOT SURE
57. Identify long-range goals for a given subject area.	( )YES	( )NO	( )NOT SURE

58. Construct and sequence related short-range objectives for a given subject area.	( )YES	( )NO	( )NOT SURE
59. Select, adapt, and/or develop instructional materials for a given set of instructional objectives and student learning needs.	( )YES	( )NO	( )NOT SURE
60. Select/develop and sequence related learning activities appropriate for a given set of instructional objectives and student learning needs.	( )YES	( )NO	( )NOT SURE
61. Establish rapport with students in the classroom by using verbal and visual and/or visual motivational devices.	( )YES	( )NO	( )NOT SURE
62. Present directions for carrying out an instructional activity.	( )YES	( )NO	( )NOT SURE
63. Construct or assemble a classroom test to measure student performance according to criteria based on objectives.	( )YES	( )NO	( )NOT SURE
64. Establish a set of classroom routines and procedures for utilization and care of materials.	( )YES	( )NO	( )NOT SURE
65. Formulate a standard for student behavior in the classroom.	( )YES	( )NO	( )NOT SURE
66. Identify causes of classroom misbehavior and employ a technique(s) for correcting it.	( )YES	( )NO	( )NOT SURE
67. Identify and/or develop a system for keeping records of class and individual student progress.	( )YES	( )NO	( )NOT SURE
68. Identify and/or demonstrate behaviors which reflect a feeling for the dignity and worth of other people including those from other ethnic, cultural, linguistic, and economic groups.	( )YES	( )NO	( )NOT SURE

69.	Demonstrate instructional and social skills which assist students in developing a positive self-concept.	( )YES	( )NO	( )NOT SURE
70.	Demonstrate instructional and social skills which assist students in interacting constructively with their peers.	( )YES	( )NO	( )NOT SURE
71.	Demonstrate teaching skills which assist students in developing their own values, attitudes and, beliefs.	( )YES	( )NO	( )NOT SURE

PART III: PLEASE WRITE ANSWERS TO THE FOLLOWING QUESTIONS IN THE SPACES THAT ARE PROVIDED.

72. How many times were you observed by your peer teacher this year? _____

73. How many times were you observed by your building-level administrator this year? _____

74. How many times were you observed by the Other Professional Educator this year? _____

75. Approximately how many times did you confer with your peer teacher regarding your teaching performance? _____

76. Approximately how many times did you confer with your building-level administrator regarding your teaching performance? _____

77. Approximately how many times did you confer with your Other Professional Educator regarding your teaching performance? _____

78. How many, if any, generic competencies did you fail to master during the first summative observation? _____

79. How many, if any, generic competencies did you fail to master during the last summative observation? _____

80. Where did you receive your teacher training? _____

81. Where did you receive information on the state generic competencies?
a. _____ in my university program
b. _____ in the BTP inservice
c. _____ information sent from the Department of Education
d. _____ other (specify) _____

82. In your opinion, are there major problems associated with the Beginning Teacher Program? If so, what are they?

83. What changes in the evaluation procedures and observation processes should be made to improve the efficiency and effectiveness of the Beginning Teacher Program?

84. What changes in the support process should be made to improve the efficiency and effectiveness of the district's Beginning Teacher Program?

85. What other changes do you feel should be made to improve the efficiency and effectiveness of the district's Beginning Teacher Program?

86. What do you perceive to be the major benefits, both immediate and future, for teachers who participated in the Beginning Teacher Program?

Identification Code: _____

BEGINNING TEACHER PROGRAM EVALUATION SURVEY

FOR BUILDING-LEVEL ADMINISTRATORS

Directions: Each building-level administrator having a beginning teacher assigned to his/her work location is being requested to complete this survey regarding the implementation of the 1982-83 Beginning Teacher Program. The information will be used for two purposes. Some data will be used to describe, in terms of major program components and activities, what has been implemented this year. Other information will be used to determine the effectiveness of the program in meeting desired goals.

Before completing the survey, please write your BTP identification code at the top of this page. Additional directions are given with each set of items. The questions should be answered only for the beginning teachers and support teams that you worked with during this year. Please give us your honest opinion.

Please return the completed survey to Program Evaluation, Attention: Dr. Connor, Mail Code: 9999, Room 800, before May 18, 1983.

PART I: PLEASE RESPOND TO EACH OF THE FOLLOWING QUESTIONS BY PLACING A CHECK MARK BESIDE THE RESPONSE CATEGORY WHICH MOST CLOSELY REFLECTS YOUR OPINION.

1.	Were you thoroughly familiar with the criteria to be used in determining whether a staff member was a beginning teacher?	( )YES	( )NO	( )NOT SURE
2.	Were you thoroughly familiar with the procedures for placing a teacher in the Beginning Teacher Program?	( )YES	( )NO	( )NOT SURE
3.	Did you receive official notification from any district office whenever a beginning teacher was assigned to your work location?	( )YES	( )NO	( )NOT SURE
4.	Were you given sufficient information regarding general policies and procedures related to the Beginning Teacher Program?	( )YES	( )NO	( )NOT SURE
5.	Were you given the names of appropriate contact persons for obtaining information regarding the Beginning Teacher Program?	( )YES	( )NO	( )NOT SURE
6.	Were you given sufficient information regarding the process of selecting peer teachers?	( )YES	( )NO	( )NOT SURE
7.	Were the peer teachers generally placed on support teams within three weeks after the beginning teachers were hired?	( )YES	( )NO	( )NOT SURE
8.	Was a peer teacher assigned to each beginning teacher that had been at your site on February 1, 1983?	( )YES	( )NO	( )NOT SURE
	If "no," how many did not have a peer teacher assigned?_____			
9.	Did you have a difficult time selecting peer teachers?	( )YES	( )NO	( )NOT SURE

10.	Did the salary increment serve as an incentive for peer teachers at your school?	( )YES	( )NO	( )NOT SURE
11.	Were you given sufficient information regarding the process for selecting Other Professional Educators?	( )YES	( )NO	( )NOT SURE
12.	Were you aware that an Other Professional Educator (OPE) should have been a part of each beginning teacher's support team?	( )YES	( )NO	( )NOT SURE
13.	Was an Other Professional Educator assigned to each beginning teacher that was at your site on February 1, 1983?	( )YES	( )NO	( )NOT SURE
	If "no," how many did not have an OPE, assigned? _____			
14.	Did you know the name of each beginning teacher's Other Professional Educator?	( )YES	( )NO	( )NOT SURE
15.	Were you given sufficient information regarding the role and responsibilities of the peer teacher?	( )YES	( )NO	( )NOT SURE
16.	Were you given sufficient information regarding the role and responsibilities of the Other Professional Educator?	( )YES	( )NO	( )NOT SURE
17.	Were you given sufficient information regarding your role and responsibilities as a building-level administrator?	( )YES	( )NO	( )NOT SURE
18.	Were you given sufficient information regarding your responsibilities regarding the assignment of peer teachers and Other Professional Educators?	( )YES	( )NO	( )NOT SURE
19.	Were you given sufficient information regarding your responsibilities regarding the placement of teachers in the Beginning Teacher Program?	( )YES	( )NO	( )NOT SURE
20.	Did you attend any Beginning Teacher Program orientation and/or training programs?	( )YES	( )NO	( )NOT SURE

21.	Was the information that you received in the orientation sufficient to properly carry out your responsibilities as a building-level administrator?	( )YES	( )NO	( )NOT SURE
22.	Do you feel that you received adequate supervisory training in the area of observation techniques?	( )YES	( )NO	( )NOT SURE
23.	Do you feel that you received adequate supervisory training in the area of conferencing techniques?	( )YES	( )NO	( )NOT SURE
24.	Did you complete the Teacher Assessment and Development System (TADS) training?	( )YES	( )NO	( )NOT SURE
25.	Did you receive TADS training within the first 90 days of the date that your first beginning teacher was assigned?	( )YES	( )NO	( )NOT SURE
26.	Did you possess a thorough knowledge of the 23 generic competencies that beginning teachers were expected to demonstrate?	( )YES	( )NO	( )NOT SURE
27.	Were you familiar with the criteria that were used to determine mastery of the 23 generic competencies?	( )YES	( )NO	( )NOT SURE
28.	Did you have pre-observation conferences with each beginning teacher?	( )YES	( )NO	( )NOT SURE
29.	Did you have post-observation conferences with each beginning teacher?	( )YES	( )NO	( )NOT SURE
30.	Did other support team members (peer teacher and OPE) usually participate in the pre-observation conferences?	( )YES	( )NO	( )NOT SURE
31.	Did other support team members usually participate in the post-observation conferences?	( )YES	( )NO	( )NOT SURE
32.	Did the beginning teacher(s) understand the evaluation procedures and criteria?	( )YES	( )NO	( )NOT SURE

33.	Were the other support team members aware of the procedures and criteria upon which the beginning teacher was evaluated?	( )YES	( )NO	( )NOT SURE
34.	Was there usually agreement among support team members regarding the beginning teachers' performance on the generic competencies?	( )YES	( )NO	( )NOT SURE
35.	Did the results of the summative evaluations accurately reflect the beginning teachers' general teaching abilities?	( )YES	( )NO	( )NOT SURE
36.	Was remediation assigned to each beginning teacher who did not demonstrate mastery of the generic competencies?	( )YES	( )NO	( )NOT SURE
37.	Did you have sufficient information regarding appropriate remediation activities for each of the 23 generic competencies?	( )YES	( )NO	( )NOT SURE
38.	Was a professional development plan formulated for each beginning teacher?	( )YES	( )NO	( )NOT SURE
39.	Was there regular collaboration between you and the peer teachers regarding the beginning teachers' performance?	( )YES	( )NO	( )NOT SURE
40.	Was there regular collaboration between you and the Other Professional Educators regarding the beginning teachers' performance?	( )YES	( )NO	( )NOT SURE
41.	Was the communication and cooperation among support team members satisfactory?	( )YES	( )NO	( )NOT SURE
42.	Did each beginning teacher at your site receive regular assessment and feedback from the peer teacher?	( )YES	( )NO	( )NOT SURE
43.	Did each beginning teacher at your site receive regular assessment and feedback from the Other Professional Educator?	( )YES	( )NO	( )NOT SURE
44.	In terms of facilitating the beginning teacher's professional growth, do you think you were supportive?	( )YES	( )NO	( )NOT SURE

45.	Do you think that you were effective in facilitating the beginning teacher's professional growth?	( )YES	( )NO	( )NOT SURE
46.	Do you think that the peer teacher was effective in facilitating the beginning teacher's professional growth?	( )YES	( )NO	( )NOT SURE
47.	Do you think that the Other Professional Educators were generally effective in facilitating the beginning teachers' professional growth?	( )YES	( )NO	( )NOT SURE
48.	Were the peer teachers generally supportive?	( )YES	( )NO	( )NOT SURE
49.	Were the Other Professional Educators generally supportive?	( )YES	( )NO	( )NOT SURE
50.	Was the beginning teacher cooperative in his/her interactions with the support team?	( )YES	( )NO	( )NOT SURE
51.	Do you think the peer teachers at your site satisfactorily fulfilled their BTP roles and responsibilities?	( )YES	( )NO	( )NOT SURE
52.	Do you think that the Other Professional Educators of your beginning teachers satisfactorily fulfilled their BTP roles and responsibilities?	( )YES	( )NO	( )NOT SURE
53.	Was a set of criteria for formative evaluations developed by you and other support team members?	( )YES	( )NO	( )NOT SURE
54.	Were you informed that a portfolio should be maintained for each beginning teacher?	( )YES	( )NO	( )NOT SURE
55.	Were you informed of the required documents that were to be kept in each beginning teacher's portfolio?	( )YES	( )NO	( )NOT SURE
56.	Was a portfolio containing required documents maintained for each beginning teacher at your work location?	( )YES	( )NO	( )NOT SURE

57. Do you feel that the support and assistance provided to teachers through the Beginning Teacher Program will have a significant impact upon the teachers' professional development?	( )YES	( )NO	( )NOT SURE
58. Do you feel that the support and assistance provided to teachers through the beginning Teacher Program will improve the quality of education in Florida?	( )YES	( )NO	( )NOT SURE
59. Do you feel that the benefits derived from participation in the Beginning Teacher Program outweigh its costs?	( )YES	( )NO	( )NOT SURE
60. In general, do you feel that the university teacher education programs provided the beginning teachers with adequate preparation to master/pass the state generic competencies?	( )YES	( )NO	( )NOT SURE

PART II: PLEASE PROVIDE ANSWERS TO THE FOLLOWING QUESTIONS IN THE SPACES THAT ARE PROVIDED.

61. How many beginning teachers were assigned to your work location? _____

62. What was the usual time interval between the data of the beginning teacher's employment and receipt of notification that he/she met the beginning teacher criteria? _____

63. How many beginning teachers failed to master a generic competency during the first summative observation? _____

64. How many beginning teachers failed to master a generic competency during the last summative observation? _____

65. Are there any problems which, in your opinion, interfered with your effectiveness as a building-level administrator in the Beginning Teacher Program? If so, what are they?

_____
_____
_____
_____

66. Are there any changes in evaluation procedures and the observation process that should be made to improve the effectiveness and efficiency of the Beginning Teacher Program? If so, what are they?

_____
_____
_____
_____

67. Are there any changes in the support process that should be made to improve the efficiency and effectiveness of the district's Beginning Teacher Program? If so, what are they?

_____
_____
_____
_____

68. Are there any other changes that you feel should be made to improve the efficiency and effectiveness of the district's Beginning Teacher Program? If so, what are they?

69. What do you perceive to be the major benefits, both immediate and future, for teachers who participated in the Beginning Teacher Program?

Identification Code:_____

BEGINNING TEACHER PROGRAM EVALUATION SURVEY

FOR PEER TEACHERS

Directions: Each peer teacher is being requested to complete this survey in order to provide us with information regarding the implementation of the 1982-83 Beginning Teacher Program. The information will be used to describe, in terms of major program components and activities, what has been implemented this year. Other information will be used to determine the effectiveness of the program in meeting desired goals.

Before completing the survey, please write your BTP identification code at the top of this page. Additional directions are given with each set of items. Please give us your honest opinion.

Please return the completed survey to Program Evaluation, Attention: Dr. Connor, Mail Code: 9999, Room 800, before May 18, 1983.

PART I: PLEASE RESPOND TO EACH OF THE FOLLOWING QUESTIONS BY PLACING A CHECK MARK BESIDE THE RESPONSE CATEGORY WHICH MOST CLOSELY REFLECTS YOUR OPINION.

1.	Were you thoroughly familiar with your role and responsibilities as a peer teacher?	( )YES	( )NO	( )NOT SURE
2.	Did you participate in a Beginning Teacher Program orientation activity?	( )YES	( )NO	( )NOT SURE
3.	Did you receive adequate training in observation skills after you were identified as peer teacher?	( )YES	( )NO	( )NOT SURE
4.	Did you receive adequate training in consulting skills after you were identified as a peer teacher?	( )YES	( )NO	( )NOT SURE
5.	Were you assigned to the beginning teacher's support team within three weeks after his/her employment?	( )YES	( )NO	( )NOT SURE
6.	Do ycu feel that you satisfactorily fulfilled your role and responsibilities as a peer teacher?	( )YES	( )NO	( )NOT SURE
7.	Do you feel that the building-level administrator fulfilled his/her role and responsibilities to the beginning teacher?	( )YES	( )NO	( )NOT SURE
8.	Do you feel that the Other Professional Educator fulfilled his/her role and responsibilities to the beginning teacher?	( )YES	( )NO	( )NOT SURE
9.	Do ycu feel that you were effective in facilitating the beginning teacher's professional growth?	( )YES	( )NO	( )NOT SURE

10. In terms of facilitating the beginning teacher's professional growth, do you feel that you were very supportive?	( )YES	( )NO	( )NOT SURE
11. Were you usually accessible whenever the beginning teacher needed assistance or guidance?	( )YES	( )NO	( )NOT SURE
12. Did you provide regular assessment and feedback to the beginning teacher on his/her teaching behaviors?	( )YES	( )NO	( )NOT SURE
13. Did you ever have any discussion with the beginning teacher's Other Professional Educator regarding his/her performance?	( )YES	( )NO	( )NOT SURE
14. Did you ever have any discussion with the building-level administrator regarding the beginning teacher's performance?	( )YES	( )NO	( )NOT SURE
15. Were you ever given the name of the beginning teacher's Other Professional Educator?	( )YES	( )NO	( )NOT SURE
16. Do you feel that the building-level administrator was effective in facilitating the beginning teacher's professional growth?	( )YES	( )NO	( )NOT SURE
17. Do you feel that the Other Professional Educator was effective in facilitating the beginning teacher's professional growth?	( )YES	( )NO	( )NOT SURE
18. Were you given sufficient information regarding the role and responsibilities of the building-level administrator?	( )YES	( )NO	( )NOT SURE
19. Were you given sufficient information regarding the role and responsibilities of the Other Professional Educator?	( )YES	( )NO	( )NOT SURE
20. Did you have a thorough knowledge of the 23 generic competencies that the beginning teacher was expected to demonstrate?	( )YES	( )NO	( )NOT
21. Were you familiar with the criteria that were used to determine mastery of the 23 generic competencies?	( )YES	( )NO	( )NOT SURE

22.	Did you usually attend any pre-observation conferences that were held with the beginning teacher?	( )YES	( )NO	( )NOT SURE
23.	Did you usually attend any post-observation conferences that were held with the beginning teacher?	( )YES	( )NO	( )NOT SURE
24.	Did the beginning teacher understand the evaluation procedures and criteria?	( )YES	( )NO	( )NOT SURE
25.	Was there agreement among support team members regarding the beginning teacher's performance on the generic competencies?	( )YES	( )NO	( )NOT SURE
26.	Did the results of the summative evaluations accurately reflect the beginning teacher's general teaching abilities?	( )YES	( )NO	( )NOT SURE
27.	Was some type of remediation activity assigned to the beginning teacher whenever he/she did not demonstrate mastery of a generic competency?	( )YES	( )NO	( )N/A
28.	Did you have sufficient information regarding appropriate remediation activities for each of the 23 generic competencies?	( )YES	( )NO	( )NOT SURE
29.	Was a professional development plan formulated for the beginning teacher?	( )YES	( )NO	( )NOT SURE
30.	Did you participate in the formulation of the beginning teacher's professional development plan?	( )YES	( )NO	( )N/A
31.	Was the professional development plan updated regularly?	( )YES	( )NO	( )N/A
32.	Was there regular collaboration between you and the building-level administrator regarding the beginning teacher's performance?	( )YES	( )NO	( )NOT SURE
33.	Was the communication and cooperation among support team members satisfactory?	( )YES	( )NO	( )NOT SURE

34.	Was the beginning teacher cooperative in his/her interactions with the support team?	( )YES	( )NO	( )NOT SURE
35.	Was there regular collaboration between you and the Other Professional Educator regarding the beginning teacher's performance?	( )YES	( )NO	( )NOT SURE
36.	Was a set of criteria for formative evaluations developed by you and other support team members?	( )YES	( )NO	( )NOT SURE
37.	Were you informed that the beginning teacher should maintain a portfolio?	( )YES	( )NO	( )NOT SURE
38.	Were you informed of the required documents that were to be kept in the portfolio?	( )YES	( )NO	( )NOT SURE
39.	Were you given the names of appropriate contact people for obtaining information regarding the Beginning Teacher Program?	( )YES	( )NO	( )NOT SURE
40.	Were you usually able to find time to observe the beginning teacher in his/her classroom?	( )YES	( )NO	( )NOT SURE
41.	Did you feel that you needed continuing training and follow-up after the orientation program?	( )YES	( )NO	( )NOT SURE
42.	Do you feel that the support and assistance provided to teachers through the Beginning Teacher Program had a significant impact upon the teacher's professional development?	( )YES	( )NO	( )NOT SURE
43.	Do you feel that participation in the Beginning Teacher Program had a positive impact upon the beginning teacher's professional development?	( )YES	( )NO	( )NOT SURE
44.	Do you feel that the support and assistance provided to teachers through the Beginning Teacher Program will improve the quality of education in Florida?	( )YES	( )NO	( )NOT SURE

45. Do you feel that the beginning teacher's university training program adequately prepared him/her to master the state generic competencies? ( )YES ( )NO ( )NOT SURE

46. Were you and the beginning teacher assigned to the same instructional level? ( )YES ( )NO ( )NOT SURE

47. Were you and the beginning teacher assigned to the same subject area? ( )YES ( )NO ( )NOT SURE

48. Were you and the beginning teacher assigned to the same work location? ( )YES ( )NO ( )NOT SURE

49. If you and the beginning teacher were assigned to different levels or subject areas, did this interfere with your effectiveness as a peer teacher? ( ) YES ( )NO ( )N/A

If "YES," how did it interfere?

_____
_____
_____
_____
_____
_____

50. If you and the beginning teacher were assigned to different schools, did this interfere with your effectiveness as a peer teacher? ( )YES ( )NO ( )N/A

If "YES," how did it interfere?

_____
_____
_____
_____
_____
_____

PART II: FOR EACH OF THE 23 GENERIC COMPETENCIES, DETERMINE WHETHER THE TEACHER POSSESSED ADEQUATE ENTRY-LEVEL KNOWLEDGE AND SKILLS (THROUGH TEACHER EDUCATION TRAINING) TO MASTER THE COMPETENCY.

COMPETENCY	Did the university training adequately prepare the beginning teacher to master this competency?		
51. Demonstrate the ability to communicate information on a given topic in a coherent and logical manner.	( )YES	( )NO	( )NOT SURE
52. Demonstrate the ability to write in a logical, easily understood style with appropriate grammar and sentence structure.	( )YES	( )NO	( )NOT SURE
53. Demonstrate the ability to comprehend and interpret a message after listening.	( )YES	( )NO	( )NOT SURE
54. Demonstrate the ability to read, comprehend, and interpret, orally and in writing, professional material.	( )YES	( )NO	( )NOT SURE
55. Demonstrate the ability to comprehend and work with fundamental mathematical concepts.	( )YES	( )NO	( )NOT SURE
56. Demonstrate the ability to comprehend patterns of physical, social and academic development in students, including exceptional students in the regular classroom, and to counsel the same students concerning their needs in those areas.	( )YES	( )NO	( )NOT SURE
57. Diagnose the entry-level knowledge and/or skills of students for a given set of instructional objectives using diagnostic tests, teacher observation and student records.	( )YES	( )NO	( )NOT SURE
58. Identify long-range goals for a given subject area.	( )YES	( )NO	( )NOT SURE

59.	Construct and sequence related short-range objectives for a given subject area.	( )YES	( )NO	( )NOT SURE
60.	Select, adapt, and/or develop instructional materials for a given set of instructional objectives and student learning needs.	( )YES	( )NO	( )NOT SURE
61.	Select/develop and sequence related learning activities appropriate for a given set of instructional objectives and student learning needs.	( )YES	( )NO	( )NOT SURE
62.	Establish rapport with students in the classroom by using verbal and/or visual motivations devices.	( )YES	( )NO	( )NOT SURE
63.	Present directions for carrying out an instructional activity.	( )YES	( )NO	( )NOT SURE
64.	Construct or assemble a classroom test to measure student perfromance according to criteria based on objectives.	( )YES	( )NO	( )NOT SURE
65.	Establish a set of classroom routines and procedures for utilization and care of materials.	( )YES	( )NO	( )NOT SURE
66.	Formulate a standard for student behavior in the classroom.	( )YES	( )NO	( )NOT SURE
67.	Identify causes of classroom misbehavior and employ a technique(s) for correcting it.	( )YES	( )NO	( )NOT SURE
68.	Identify and/or develop a system for keeping records of class and individual student progress.	( )YES	( )NO	( )NOT SURE
69.	Identify and/or demonstrate behaviors which reflect a feeling for the dignity and worth of other people including those from other ethnic, cultural, linguistic, and economic groups.	( )YES	( )NO	( )NOT SURE
70.	Demonstrate instructional and social skills which assist students in developing a positive self-concept.	( )YES	( )NO	( )NOT SURE

71.	Demonstrate instructional and social skills which assist students in interacting constructively with peers.	( )YES	( )NO	( )NOT SURE
72.	Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.	( )YES	( )NO	( )NOT SURE

PART III: PLEASE WRITE ANSWERS TO THE FOLLOWING QUESTIONS IN THE SPACES THAT ARE PROVIDED.

73. How many competencies, if any, did the beginning teacher fail to master during the first summative observation? _____

74. How many competencies, if any, did the beginning teacher fail to master during the last summative observation? _____

75. On the average, how many times did you confer with the beginning teacher each week regarding his/her teaching performance? _____

76. What is the total number of times you observed the beginning teacher's performance in his classroom? _____

77. Were there any problems which, in your opinion, interfered with your effectiveness as a peer teacher? If so, what are they?

_____
_____
_____
_____

78. Are there any changes in evaluation procedures and observation processes you think should be made to improve and increase the efficiency and effectiveness of the Beginning Teacher Program? If so, what are they?

_____
_____
_____
_____

79. Are there any changes in the support process you think should be made to improve and increase the efficiency and effectiveness of the district's Beginning Teacher Program? If so, what are they?

_____
_____
_____
_____

80. Are there any other changes that you feel should be made to improve the efficiency and effectiveness of the district's Beginning Teacher Program?

_____
_____
_____
_____

81. What do you perceive to be the major benefits, both immediate and future, for teachers who participated in the Beginning Teacher Program?

_____
_____
_____
_____
_____
_____

82. OTHER COMMENTS:

Identification Code:_____

BEGINNING TEACHER PROGRAM EVALUATION SURVEY

FOR OTHER PROFESSIONAL EDUCATORS

Directions: Each Other Professional Educator is being requested to complete this survey in order to provide us with information regarding the implementation of the 1982-83 Beginning Teacher Program. The information will be used for two purposes. Some data will be used to describe, in terms of major program components and activities, what has been implemented this year. Other information will be used to determine the effectiveness of the program in meeting desired goals.

Before completing the survey, please write your BTP identification code at the top of this page. Additional directions are given with each set of items. The questions should be answered only for the beginning teachers and support teams that you worked with during this year. Please give us your honest opinion.

Please return the completed survey to Program Evaluation, Attention: Dr. Connor, Mail Code: 9999, Room 800, before May 18, 1983.

PART I: PLEASE RESPOND TO EACH OF THE FOLLOWING QUESTIONS BY PLACING A CHECK MARK BESIDE THE RESPONSE CATEGORY WHICH MOST CLOSELY REFLECTS YOUR OPINION.

1.	Were you thoroughly familiar with your role and responsibilities as an Other Professional Educator?	( )YES	( )NO	( )NOT SURE
2.	Did you participate in a Beginning Teacher Program orientation activity?	( )YES	( )NO	( )NOT SURE
3.	Did you receive adequate training in observation skills after you were identified as an Other Professional Educator (OPE)?	( )YES	( )NO	( )NOT SURE
4.	Did you receive adequate training in consulting skills after you were identified as an OPE?	( )YES	( )NO	( )NOT SURE
5.	Were you assigned to the support team(s) within 3 weeks after the employment of the beginning teacher(s)?	( )YES	( )NO	( )NOT SURE
6.	Do you feel that you satisfactorily fulfilled your role and responsibilities as an OPE on most of the support teams?	( )YES	( )NO	( )NOT SURE
7.	Do you feel that the building-level administrator(s) on your support team(s) fulfilled their role and responsibilities to the beginning teacher(s)?	( )YES	( )NO	( )NOT SURE
8.	Do you feel that the peer teacher(s) fulfilled their role and responsibilities to the beginning teacher(s)?	( )YES	( )NO	( )NOT SURE
9.	Do you feel that you were effective in facilitating the beginning teachers' professional growth?	( )YES	( )NO	( )NOT SURE

10.	In terms of facilitating the beginning teachers' professional growth, do you feel that you were very supportive?	( )YES	( )NO	( )NOT SURE
11.	Did you provide regular assessment and feedback to the beginning teachers on their teaching behaviors?	( )YES	( )NO	( )NOT SURE
12.	Did you ever have any discussion with each teacher's building-level administrator regarding his/her teaching performance?	( )YES	( )NO	( )NOT SURE
13.	Did you consult with most of the peer teachers regarding the teaching performance of the beginning teachers assigned to you?	( )YES	( )NO	( )NOT SURE
14.	Did you know the name of each beginning teacher's peer teacher?	( )YES	( )NO	( )NOT SURE
15.	Did you feel that the building-level administrators were effective in facilitating the beginning teachers' professional growth?	( )YES	( )NO	( )NOT SURE
16.	Were you given sufficient information regarding the role and responsibilities of the building-level administrator?	( )YES	( )NO	( )NOT SURE
17.	Were you given sufficient information regarding the role and responsibilities of the peer teacher?	( )YES	( )NO	( )NOT SURE
18.	Were you given sufficient information regarding your role and responsibilities as an Other Professional Ecucator?	( )YES	( )NO	( )NOT SURE
19.	Did you have a thorough knowledge of the 23 generic competencies that the beginning teachers were expected to demonstrate?	( )YES	( )NO	( )NOT
20.	Were you familiar with the criteria that were used to determine mastery of the 23 generic competencies?	( )YES	( )NO	( )NOT SURE

21. Did you usually attend the pre-observation conferences that were held with the beginning teachers?	( )YES	( )NO	( )NOT SURE
22. Did you usually attend the post-observation conferences that were held with the beginning teachers?	( )YES	( )NO	( )NOT SURE
23. Were you familiar with the results of each beginning teacher's summative evaluations?	( )YES	( )NO	( )NOT SURE
24. Did the results of the summative evaluations accurately reflect the beginning teachers' general teaching abilities?	( )YES	( )NO	( )NOT SURE
25. Was there usually agreement among support team members regarding the beginning teachers' performance on the generic competencies?	( )YES	( )NO	( )NOT SURE
26. Did you have sufficient information regarding appropriate remediation activities for each of the 23 generic competencies?	( )YES	( )NO	( )NOT SURE
27. Was some type of remediation activity assigned to the beginning teachers whenever they did not demonstrate mastery of a generic competency?	( )YES	( )NO	( )NOT SURE
28. Was a professional development plan formulated for each beginning teacher?	( )YES	( )NO	( )NOT SURE
29. Did you provide most of the beginning teachers with regular assessment and feedback on their teaching performance?	( )YES	( )NO	( )NOT SURE
30. Was a professional development plan formulated for most of the beginning teachers?	( )YES	( )NO	( )NOT SURE
31. Did you participate in the formulation of a professional development plan for most of the beginning teachers?	( )YES	( )NO	( )N/A
32. Was there regular collaboration between you and the building-level administrators regarding the beginning teachers' performance?	( )YES	( )NO	( )NOT SURE

33.	Was there regular collaboration between you and the peer teachers regarding the beginning teachers' performance?	( )YES	( )NO	( )NOT SURE
34.	Were the communication and cooperation among you and other support team members satisfactory?	( )YES	( )NO	( )NOT SURE
35.	Were the beginning teachers usually cooperative in their interactions with the support team?	( )YES	( )NO	( )NOT SURE
36.	Was a set of criteria for formative evaluations developed by you and other members of the support teams?	( )YES	( )NO	( )NOT SURE
37.	Were you given the names of appropriate contact people for obtaining information regarding the Beginning Teacher Program?	( )YES	( )NO	( )NOT SURE
38.	Did you observe most of the beginning teachers at least once in their classrooms?	( )YES	( )NO	( )NOT SURE
39.	Do you feel that the support and assistance that was provided to teachers through the Beginning Teacher Program had a significant impact upon the professional development of most of the beginning teachers?	( )YES	( )NO	( )NOT SURE
40.	Do you feel that the support and assistance provided to teachers through the Beginning Teacher Program will improve the quality of education in Florida?	( )YES	( )NO	( )NOT SURE
41.	Do you feel that participation in the Beginning Teacher Program had a positive impact upon the beginning teachers' professional development?	( )YES	( )NO	( )NOT SURE

PART II: PLEASE WRITE ANSWERS TO THE FOLLOWING QUESTIONS IN THE SPACES THAT ARE PROVIDED.

---

42. On how many support teams did you serve as an Other Professional Educator?

_____

43. How many beginning teachers did you observe at least once in their classroom?

_____

44. How many beginning teachers did you confer with at least once regarding their performance on the 23 generic competencies?

_____

45. What was the average number of times you observed a beginning teacher?

_____

46. What was the average number of times you conferred with a beginning teacher regarding his/her teaching performance?

_____

47. What was the average number of times you conferred with other support team members regarding a beginning teacher's performance?

_____

48. Are there any problems which, in your opinion, interfered with your effectiveness as an Other Professional Educator? If so, what are they?

_____
_____
_____
_____

49. Are there any changes in evaluation procedures and observation processes that should be made to improve the efficiency and effectiveness of the Beginning Teacher Program? If so, what are they?

_____
_____
_____
_____

50. Are there any changes in the support process that should be made to improve the efficiency and effectiveness of the district's Beginning Teacher Program? If so, what are they?

_____
_____
_____
_____

51. Are there any other changes you feel should be made to improve the efficiency and effectiveness of the district's Beginning Teacher Program? If so, what are they?

_____
_____
_____
_____

52. What do you perceive to be the major benefits, both immediate and future, for teachers who participated in the Beginning Teacher Program?

_____
_____
_____
_____

APPENDIX C
TIME/ACTIVITY SURVEYS

DADE COUNTY PUBLIC SCHOOLS

SUPPORT STAFF'S TIME/ACTIVITY DOCUMENTATION
DADE COUNTY BEGINNING TEACHER PROGRAM

TEAM MEMBER'S ID CODE: _____

ROLE ON SUPPORT STAFF: (Check one)

____ BUILDING-LEVEL ADMINISTRATOR
____ PEER TEACHER
____ OTHER PROFESSIONAL EDUCATOR

Please use this form to document your weekly involvement in BTP-related activities. Any BTP-related activity lasting mor than 5 minutes should be documented. At the end of each of the weeks listed on the left side of the form below, enter th number of times you participated in certain BTP activities and enter the total number of minutes that you participated i the activity for that particular week. Three general classifications of activities appear on the form. Explanations o these categories are given on the opposite side. Return the completed form on or before June 10, 1983.

Dr. Ethel Connor
Program Evaluation - Room 800
Mail Code: 9999

WEEK	PLANNING		CONFERRING		OBSERVING	
	# TIMES OCCURRED	TOTAL TIME	# TIMES OCCURRED	TOTAL TIME	# TIMES OCCURRED	TOTAL TIME
April 18 - April 27						
May 9 - May 13						
May 30 - June 3						

How many Beginning Teachers did you assist during this period? _____

OEA: 9/13/82
ML/CONNOR Staf/Act/Doc

Auth: MIS; Exp. Date: June 30, 1983

BEST COPY AVAILABLE

EXPLANATION OF BTP ACTIVITIES

I. PLANNING - INCLUDE IN THIS CATEGORY ANY TIME SPENT IN THE PREPARATION, DEVELOPMENT, OR COORDINATION OF BTP-RELATED MATERIALS AND ACTIVITIES.

II. CONFERRING - INCLUDED IN THIS CATEGORY ARE ALL BTP-RELATED MEETINGS OR CONFERENCES (SCHEDULED OR UNSCHEDULED) THAT ARE HELD WITH THE BEGINNING TEACHER AND/OR OTHER MEMBERS OF THE SUPPORT TEAM. THERE ARE BASICALLY TWO TYPES OF CONFERENCES - FORMATIVE AND SUMMATIVE. THE PEER TEACHER AND OTHER PROFESSIONAL EDUCATOR WILL MOST OFTEN BE ENGAGED IN FORMATIVE CONFERENCES. THE BUILDING-LEVEL ADMINISTRATOR'S CONFERENCES COULD BE FORMATIVE OR SUMMATIVE.

A. FORMATIVE EVALUATION CONFERENCES - THESE ARE ANY PLANNED OR IMPROMPTU MEETINGS IN WHICH SUPPORT TEAM MEMBER(S) PROVIDES FEEDBACK, INSTRUCTION, OR GUIDANCE TO ASSIST IN DEVELOPING THE BEGINNING TEACHER'S PROFESSIONAL COMPETENCE.

B. SUMMATIVE EVALUATION CONFERENCES - THE SUMMATIVE EVALUATION IS THE PROCESS OF DETERMINING THE SUCCESSFUL DEMONSTRATION OF MINIMUM ESSENTIAL COMPETENCIES. IT IS CONDUCTED TWICE YEARLY BY THE BUILDING-LEVEL ADMINISTRATOR. SUMMATIVE CONFERENCES INCLUDE ANY MEETINGS (PRE- OR POST-) CONDUCTED FOR THE PURPOSE OF DISCUSSING THE PROCEDURES, RESULTS, ETC. OF THE SUMMATIVE EVALUATION.

III. OBSERVING - THIS CATEGORY INCLUDES THOSE OBSERVATIONS OF THE BEGINNING TEACHER WHILE ENGAGED IN TEACHING-RELATED ROLES AND ACTIVITIES. THE OBSERVATION IS CONDUCTED FOR THE PURPOSE OF ASSESSING THE BEGINNING TEACHER'S PROFESSIONAL NEEDS. OBSERVATION FOR THE PURPOSE OF ASSESSING TEACHER COMPETENCE IS CONDUCTED ONLY BY THE BUILDING-LEVEL ADMINISTRATOR.

BEGINNING TEACHER'S TIME/ACTIVITY DOCUMENTATION
DADE COUNTY BEGINNING TEACHER PROGRAM

BEST COPY AVAILABLE

BEGINNING TEACHER'S ID CODE: 1015 WORK LOCATION NUMBER: _____

PLEASE USE THIS FORM TO DOCUMENT YOUR WEEKLY INVOLVEMENT IN BTP-RELATED ACTIVITIES. ANY BTP-RELATED ACTIVITY LASTING M THAN 5 MINUTES SHOULD BE DOCUMENTED. AT THE END OF EACH WEEK, ENTER THE NUMBER OF TIMES YOU PARTICIPATED IN CERTAIN ACTIVITIES AND ENTER THE TOTAL NUMBER OF MINUTES THAT YOU WERE INVOLVED IN THE ACTIVITY FOR THAT WEEK. FOUR GENERAL CLAS FICATIONS OF ACTIVITIES APPEAR ON THE FORM. EXPLANATIONS OF THESE CATEGORIES ARE GIVEN ON THE OPPOSITE SIDE. RETURN COMPLETED FORM ON OR BEFORE JUNE 10, 1983.

DR. ETHEL CONNOR
PROGRAM EVALUATION - ROOM 800
MAIL CODE: 9999

WEEK	PLANNING		CONFERRING		INSERVICE (PRESCRIPTIVE)		INSERVICE (OTHER)	
	# Times Occurred	Total Time	# Times Occurred	Total Time	# Times Occurred	Total Time	# Times Occurred	Total Time
March 28 - April 1								
April 11 - April 15								
April 18 - April 22								
April 25 - April 29								
May 2 - May 6								
May 9 - May 13								
May 16 - May 20								
May 23 - May 27								
May 30 - June 3								
								85

84

Auth: MIS; Exp. Date: June 30, 1983

EXPLANATION OF BTP ACTIVITIES

I. PLANNING - INCLUDE IN THIS CATEGORY ANY TIME SPENT IN THE PREPARATION, DEVELOPMENT, OR COORDINATION OF BTP-RELATED MATERIALS AND ACTIVITIES.

II. CONFERRING - INCLUDED IN THIS CATEGORY ARE ALL BTP-RELATED MEETINGS OR CONFERENCES (SCHEDULED OR UNSCHEDULED) THAT ARE HELD WITH A MEMBER(S) OF YOUR SUPPORT TEAM. THERE ARE BASICALLY TWO TYPES OF CONFERENCES:

A. FORMATIVE EVALUATION CONFERENCES - THESE ARE ANY PLANNED OR IMPROMPTU MEETINGS IN WHICH SUPPORT TEAM MEMBER(S) PROVIDES FEEDBACK, INSTRUCTION, OR GUIDANCE TO ASSIST IN DEVELOPING THE BEGINNING TEACHER'S PROFESSIONAL COMPETENCE.

B. SUMMATIVE EVALUATION CONFERENCES - THE SUMMATIVE EVALUATION IS THE PROCESS OF DETERMINING THE SUCCESSFUL DEMONSTRATION OF MINIMUM ESSENTIAL COMPETENCIES. IT IS CONDUCTED TWICE YEARLY BY THE BUILDING-LEVEL ADMINISTRATOR. SUMMATIVE CONFERENCES INCLUDE ANY MEETINGS (PRE- OR POST-) CONDUCTED FOR THE PURPOSE OF DISCUSSING THE PROCEDURES, RESULTS, ETC. OF THE SUMMATIVE EVALUATION.

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III. INSERVICE (PRESCRIPTIVE) - THIS CATEGORY INCLUDES ALL REQUIRED ACTIVITIES, WORKSHOPS, COURSES, ETC. THAT HAVE BEEN PRESCRIBED BY THE SUPPORT TEAM FOR THE PURPOSE OF REMEDIATING A SPECIFIC TEACHING DEFICIENCY IDENTIFIED AND DOCUMENTED IN THE SUMMATIVE EVALUATION PROCESS. GENERALLY, THESE ACTIVITIES WILL APPEAR IN THE BTP INSERVICE DICTIONARY. DISTRICT-WIDE TRAINING ACTIVITIES, SUCH AS PRESERVICE ACTIVITIES, SHOULD NOT BE INCLUDED.

IV. INSERVICE (OTHER) - INCLUDED IN THIS CATEGORY IS THE SET OF PLANNED EXPERIENCES RECOMMENDED BY THE SUPPORT STAFF TO ASSIST IN THE BEGINNING TEACHER'S PROFESSIONAL DEVELOPMENT. THESE ARE SUGGESTED DEVELOPMENTAL ACTIVITIES WHICH SERVE TO CONTINUE STRENGTHENING OF SKILLS AND IMPROVE GENERAL TEACHER BEHAVIOR. THIS WOULD ALSO INCLUDE PROFESSIONAL DEVELOPMENT ACTIVITIES THAT ARE VOLUNTARILY PURSUED BY THE BEGINNING TEACHER. DISTRICT-WIDE TRAINING ACTIVITIES, SUCH AS PRESERVICE ACTIVITIES, SHOULD NOT BE INCLUDED.

OEA: 9/10/82
ML/CONNOR Tchr/Act/Doc.1

APPENDIX D
INTERVIEW QUESTIONS
PHASE I

BUILDING LEVEL ADMINISTRATOR INTERVIEW

My name is _____. You have received a letter of notification from the Office of Educational Accountability that I would be calling on you to gather information on the Beginning Teacher Program.

I want to get your personal opinions about your experiences in the Beginning Teacher Program this year. Your answers will be treated confidentially and there will be no personal reference in the final report.

---

1. (a) Did you encounter any problems in the selection of your support staff? If so, please explain.
   (b) Who was selected as the OPE for your support team? Why?
   (c) What things interfered with or delayed the selection process?
   (d) Was any member of the support team unable to fulfill his/her responsibilities.

2. (a) On a scale of 1 (poor) to 5 (excellent), how well did your support team work together?
   (b) Did any problems develop in regard to cooperation or communication? If so, please explain.
   (c) Were there any difficulties in setting up pre-observation conferences? If so, please explain.
   (d) Were there any difficulties in setting up post-observation conferences? If so, please explain.
   (e) Were any deficiencies noted for the Beginning Teacher as a result of observations?
   (f) What problems were encountered in helping to develop the BTs professional development plan? (How were the problems resolved?)
   (g) How did your support team give the BT feedback on teaching behaviors?

3. What activity in the BT program consumed the most time for you?

4. On a scale of 1 (poor) to 5 (excellent), how adequate was the communication/direction from the BTP Coordinator's Office? (What information, if any, was lacking?)

5. On a scale of 1 (poor) to 5 (excellent), how adequate was the training you received on the BTP?

6. On a scale of 1 (poor) to 5 (excellent), how effective do you consider the procedures for conducting the first formative planning observation? (Problems?)

7. On a scale of 1 (poor) to 5 (excellent), how effective do you consider the procedures for conducting the first summative prescription evaluation? (Problems?)

8. On a scale of 1 (poor) to 5 (excellent), how would you rate overall effectiveness of the BTP this year?

9. What suggestions do you have for improving the BT program?

BEGINNING TEACHER INTERVIEW

You have received a letter of notification from the Office of Educational Accoutability that I would be calling on you to gather information on the Beginning Teacher Program.

I want to get your personal opinions about your experiences in the Beginning Teacher Program this year. Your answers will be treated confidentially and there will be no personal reference in the final report.

---

1. (d) Did you feel that all members of the support team (BLA, PT, OPE) fulfilled their responsibilities? Please explain.

2. (a) On a scale of 1 (poor) to 5 (excellent), how well did the BLA, OPE, and PT work together?
   (b) Did any problems develop in regard to cooperation or communication? If so, please explain.
   (c) Did you have any difficulties in getting together with your supervisor(s) for the pre-observation conference? If so, please explain.
   (d) Did you have any difficulties in getting together with your supervisor(s) for the post-observation conference? If so, please explain.
   (e) How adequate was your Professional Development Plan? Explain.
   (f) (1) Did you receive consistent feedback on your teaching performance? If so, from whom?
   (2) Were you given help in planning for instruction?
   (3) Were you given help in locating materials?
   (4) Were you given concrete, appropriate suggestions for competency development?
   (h) How adequate were the remediation activities arranged for you?
   What was the most useful remediation activity?
   What was the least useful remediation activity?

3. What activity in the BT program consumed the most time for you?

6. On a scale of 1 (poor) to 5 (excellent), how effective do you consider the procedures for conducting the first <u>formative</u> observation? (Problems?)

7. On a scale of 1 (poor) to 5 (excellent), how effective do you consider the procedures for conducting the first <u>summative</u> evaluation? (Problems?)

8. On a scale of 1 (poor) to 5 (excellent), how would you rate the effectiveness of the BTP this year?

9. What suggestions do you have for improving the BTE program?

PEER TEACHER INTERVIEW

My name is _____. You have received a letter of notification from the Office of Educational Accountability that I would be calling on you to gather information on the Beginning Teacher Program.

I want to get your personal opinions about your experiences in the Beginning Teacher Program this year. Your answers will be treated confidentially and there will be no personal reference in the final report.

---

2. (a) On a scale of 1 (poor) to 5 (excellent), how well did the support team (you, OPE, BLA) work together?
   (b) Did any problems develop in regard to cooperation or communication? If so, please explain.
   (c) Were there any difficulties in setting up pre-observation (planning) conferences? If so, please explain.
   (d) Were there any difficulties setting up post-observation (feedback) conferences? If so, please explain.
   (e) Did all members of the support team agree in their perceptions of the BTs teaching behaviors?
   If not, describe some specific examples of problems that occurred.
   (f) What difficulties were encountered in helping to develop the BTs professional development plan? (How were the difficulties resolved?)
   (1) Did you have direct input into the PDP?
   (g) How did you give the BT feedback on his/her teaching behaviors?
   (h) What problems were encountered in arranging remediation training for the BT?

3. What activity in the BT program consumed the most time for you?

4. On a scale of 1 (poor) to 5 (excellent), how adequate was the communication/direction from the (a) coordinator's offices and (b) area. (What information was lacking?)

8. On a scale of 1 (poor) to 5 (excellent), how would you rate the effectiveness of the BTP this year?

9. What suggestions do you have for improving the BT program?

OTHER PROFESSIONAL EDUCATOR INTERVIEW

You have received a letter of notification from the Office of Educational Accountability that I would be calling on you to gather information on the Beginning Teacher Program.

I want to get your personal opinions about your experiences in the Beginning Teacher Program this year. Your answers will be treated confidentially and there will be no personal reference in the final report.

---

2. (a) On a scale of 1 (poor) to 5 (excellent), in your opinion how well did the support team (you, PT, BLA) work together?
   (d) Did any problems develop in regard to cooperation or communication? If so, please explain.
   (c) Were there any difficulties setting up pre-observation (planning) conferences? If so, please explain.
   (d) Were there any difficulties setting up post-observation (prescriptive) conferences? If so, please explain.
   (e) Did all members of the support team agree in their perceptions of the BTs teaching behaviors?
   If not, describe some specific examples of problems that occurred.
   (f) (1) Did you have direct input into the Professional Development Plan?
   (g) How did you give the BT feedback on his/her teaching behaviors?
   (h) What problems were encountered in arranging remediation training for the BT?

3. What activity in the BT program consumed the most time for you?

4. On a scale of 1 (poor) to 5 (excellent), how adequate was the communication/direction from the BTP Coordinator's Offices? (What information, if any, was lacking?)

6. On a scale of 1 (poor) to 5 (excellent), how effective do you consider the procedures for conducting the first <u>formative</u> observation? (Problems?)

8. On a scale of 1 (poor) to 5 (excellent), how would you rate the effectiveness of the BTP this year?

9. What suggestions do you have for improving the BT Program?

APPENDIX E
INTERVIEW QUESTIONS
PHASE II

Phase II

Interview Questions

BLA (Questions 1 - 4)

1. Is the total support team for your BT in place and functioning?
2. Has your BT satisfactorily demonstrated the 23 generic competencies?
   (If response is no: Is there a PDP for the BT in the portfolio?)

(BT & PT 3 - 4)

3. Based on your involvement with the BTP, what major problems or concerns do you have?
4. What suggestions or recommendations do you have for improving the BTP?

(For DCPS OPEs)

X. Has the BTP changed the nature of your assignment?
   If yes, please specify.

APPENDIX F
PORTFOLIO CHECKLISTS

Portfolio

Technical Review Form

(Phase I)

Beginning Teacher:_____ Date:_____

Evaluator's Name:_____

Portfolio Contents Checklist

____Names of:

Building Level Administrator_____

Other Professional Educator_____

Peer Teacher_____

____Copy of Beginning Teacher Schedule

____Copy of Peer Teacher Schedule

____Professional Development Plan

Competency Performance Documentation

First 90 days

a. ___BT Notes for First Pre-observation Planning Meeting

b. ___First Observation (BLA or OPE)

c. ___BT Notes for Second Pre-observation Planning Meeting

d. ___First Summative Evaluation (BLA only)

Portfolio

Technical Review Form

(Phase II)

Beginning Teacher's Code:_____ Date:_____

Evaluator's Name:_____

Portfolio Contents Checklist

Yes ☐ No ☐ Professional Development Plan

Yes ☐ No ☐ Form, Instructional Plan for Completion of Generic Competencies

Yes ☐ No ☐ Form, Completion Record of Generic Competencies

Yes ☐ No ☐ Form, Record of Program Participants

Competency Performance Documentations

(Last 90 days)

Yes ☐ No ☐ Notes for Third pre-observation planning meeting

Yes ☐ No ☐ First formative observation - Date:_____

Yes ☐ No ☐ Second formative observation - Date:_____

Yes ☐ No ☐ Third formative observation - Date:_____

Yes ☐ No ☐ Final summative evaluation - Date:_____

APPENDIX G
TABLES

Table 2

Support Team Responses to Survey Items

ORIENTATION/PROGRAM PREPARATION

		YES	NO	NOT SURE	NO RESPONSE
1.	Did you participate in a Beginning Teacher Program orientation activity?				
	Building-Level Administrators	76	21	3	0
	Peer Teachers	83	16	1	1
	Other Professional Educators	39	57	4	0
2.	Did you have a thorough knowledge of the 23 generic competencies that the beginning teachers were expected to demonstrate?				
	Building-Level Administrators	69	14	16	1
	Peer Teachers	76	16	6	2
	Other Professional Educators	64	29	7	0
3.	Did you receive adequate training in observation skills after you were identified as a support team member?				
	Building-Level Administators	83	8	4	4
	Peer Teachers	48	39	11	1
	Other Professional Educators	57	39	4	0
4.	Did you receive adequate training in consulting skills after you were identified as a support team member?				
	Building-level Administrators	79	12	3	6
	Peer Teachers	54	35	10	1
	Other Professional Educators	46	46	7	0
5.	Were you thoroughly familiar with the role and responsibilities of the Building-Level Administrator?				
	Building-Level Administrators	74	18	8	0
	Peer Teachers	68	21	10	1
	Other Professional Educators	50	32	18	0
6.	Were you given sufficient information regarding the role and responsibilities of the Peer Teacher?				
	Building-Level Administrators	79	13	7	1

Table 2 - Continued

Support Team Responses to Survey Items

ORIENTATION/PROGRAM PREPARATION

	YES	NO	NOT SURE	NO RESPONSE
7. Were you given sufficient information regarding the role and responsibilities of the Other Professional Educator?				
Building-Level Administrators	41	47	12	0
Peer Teachers	40	38	19	4
Other Professional Educators	50	43	7	0

Table 3

Beginning Teacher Responses to Survey Items

ORIENTATION/PROGRAM PREPARATION

	YES	NO	NOT SURE	NO RESPONSE
1. Did you understand the purpose of the Beginning Teacher Program?	93	1	4	2
2. Did you participate in a Beginning Teacher Program orientation activity?	81	15	3	1
3. Did the orientation program cover most of the things that you needed to know about the Beginning Teacher Program?	67	13	16	3
4. Were you thoroughly familiar with the 23 generic competencies that you were expected to demonstrate?	84	10	5	1

Table 4

Responses to Survey Items
Building-Level Administrators

SUPPORT TEAM SELECTION

		YES	NO	NOT SURE	NO RESPONSE
1.	Were you given sufficient information regarding the process of selecting peer teachers?	80	18	2	0
2.	Were the peer teachers generally placed on support teams within three weeks after the beginning teachers were hired?	74	16	0	0
3.	Was a peer teacher assigned to each beginning teacher that was at your site by 2/1/83?	92	4	2	1
4.	Did you have a difficult time selecting peer teachers?	13	82	3	1
5.	Did the salary increment serve as an incentive for peer teachers at your school?	49	32	19	0
6.	Were you given sufficient information regarding the process for selecting Other Professional Educators (OPEs)?	36	52	12	0
7.	Were you aware that an OPE should have been a part of each beginning teacher's support team?	63	22	14	0
8.	Was an OPE assigned to each beginning teacher that was at your site by 2/1/83?	56	36	9	0
9.	Did you know the name of each beginning teacher's Other Professional Educator?	53	41	3	3

Table 5

Responses to Survey Items
Beginning Teachers

SUPPORT TEAM SELECTION

		YES	NO	NOT SURE	NO RESPONSE
1.	Was a peer teacher assigned to work with you this year?	98	0	0	2
2.	Was the peer teacher assigned within three weeks after you were identified as a beginning teacher?	84	13	2	1
3.	Was an Other Professional Educator assigned to work with you this year?	48	35	15	3
4.	Was the Other Professional Educator assigned within three weeks after you were employed?	32	46	17	5

Table 6

Support Team Responses to Survey Items

SUPPORT TEAM COMMUNICATION/COOPERATION

		YES	NO	NOT SURE	NO RESPONSE
1.	Were you given the name(s) of the beginning teachers' OPE(s)?				
	Building-Level Administrators	53	41	3	2
	Peer Teachers	52	41	6	2
2.	Was the communication and cooperation among support team members satisfactory?				
	Building-Level Administrators	77	7	16	1
	Peer Teachers	72	10	15	3
	Other Professional Educators	46	32	18	4
3.	Was there regular collaboration with the building-level administrator regarding the beginning teacher's performance?				
	Peer Teachers	69	24	5	2
	Other Professional Educators	46	54	0	0
4.	Was there regular collaboration with the Other Professional Educator regarding the beginning teacher's performance?				
	Building-Level Administrators	37	50	8	4
	Peer Teachers	35	51	11	4
5.	Was there regular collaboration with the peer teacher regarding the beginning teacher's performance?				
	Building-Level Administrators	82	13	3	1
	Other Professional Educators	32	64	4	0
6.	Was the Beginning Teacher cooperative in his/her interactions with the support team?				
	Building-Level Administrators	90	0	8	2
	Peer Teachers	89	3	5	2
	Other Professional Educators	68	4	29	0

Table 7

Beginning Teacher Responses to Survey Items

PROCEDURES FOR EVALUATING AND PLANNING PROFESSIONAL DEVELOPMENT

	YES	NO	NOT SURE	NO RESPONSE
A. Assessment				
1. Were you ever observed in your classroom by your peer teacher?	84	14	1	1
2. Were you ever observed in your classroom by your Other Professional Educator?	57	33	8	3
B. Feedback/Conferencing				
1. Did you and your peer teacher ever discuss your performance on the generic competencies?	80	15	4	1
2. Did you and your OPE ever discuss your performance on the generic competencies?	48	41	4	1
3. Did you and your BLA ever discuss your performance on the generic competencies?	85	13	2	1
4. Did you receive regular feedback and support from your peer teacher?	93	5	1	1
5. Did you receive regular feedback and support from your building-level administrator?	91	6	2	1
6. In terms of facilitating your professional growth, do you feel that the _____ was supporting?				
Peer Teacher	95	3	2	1
Other Professional Educator	52	21	16	10
Building-Level Administrator	92	3	3	1
7. Did a pre-observation conference with your building-level administrator precede each summative observation?	68	25	6	1
8. Were the evaluation procedures and criteria clearly communicated to you during the pre-observation conferences?	77	16	3	4

Table 7 (Continued)

Beginning Teacher Responses to Survey Items

PROCEDURES FOR EVALUATING AND PLANNING PROFESSIONAL DEVELOPMENT

	YES	NO	NOT SURE	NO RESPONSE
C. The Professional Development Plan				
1. Did your building-level administrator meet with you after each summative observation to discuss your teaching performance?	34	57	6	4
2. Did one or more other support team members usually attend the post-observation conferences?	36	57	5	2
3. Were you given specific appropriate suggestions for competency development by your support team members?	76	13	7	4
4. Were prescriptions or training activities for remediating deficiencies clearly communicated to you in the post-observation conferences?	30	13	52	4

Table 8

Support Team Response To Survey Items

PROCEDURES FOR EVALUATING AND PLANNING PROFESSIONAL DEVELOPMENT

	YES	NO	NOT SURE	NO RESPONSE
1. In terms of facilitating the beginning teacher's professional growth, do you feel that you were very supportive?				
Peer Teacher	95	1	4	1
Building-Level Administrator	93	0	4	2
2. Did you provide regular assessment and feedback to the beginning teacher on his/her teaching behavior?				
Peer Teacher	87	8	4	1
3. Did you have pre-observation conferences with each beginning teacher?				
Building-Level Administrator	90	8	2	0
4. Did you attend any pre-observation conferences that were held with the beginning teacher?				
Peer Teacher	45	51	2	2
5. Did you have post-observation conferences with each beginning teacher?				
Building-Level Administrator	94	6	0	0
6. Did you usually attend any post-observation conferences that were held with the beginning teacher?				
Peer Teacher	45	51	2	2
9. Was some type of remediation activity assigned to the beginning teacher whenever he/she did not demonstrate mastery of a competency?				
Peer Teacher	40	11	44	5
Building-Level Administrator	62	9	2	27
10. Did you have sufficient information regarding appropriate remediation activities for each of the generic competencies?				
Peer Teacher	48	31	18	3
Building-Level Administrator	69	17	8	7

Table 9

Average Time (Minutes) Devoted To BTP Activities Per Week By The Support Team

	Planning	Conferring	Observing
2nd Grading Period			
Peer Teachers (n=65)	64.1	70.2	48.2
BLA (n=27)	72.5	52.2	42.7
OPE (n=0)	-	-	-
3rd Grading Period			
Peer Teachers (n=82)	70.2	65.0	71.2
BLA (n=17)	84.0	88.5	60.2
OPE (n=4)	7.0	92.6	59.5
4th Grading Period			
Peer Teachers (n=78)	48.2	74.1	54.2
BLA (n=28)	51.2	50.2	49.9
OPE (n=4)	47.9	52.6	44.7

Table 10

Average Time (Minutes) Devoted To BTP Activities Per Week By Beginning Teacher

	2nd Grading Period (n = 54)	3rd Grading Period (n = 52)	4th Grading Period (n = 52)
Planning	107.32	131.51	96.1
Conferring	70.92	69.78	63.76
Inservice (Prescriptive)	5.76	5.3	9.47
Inservice (Other)	26.03	30.2	52.77

Table 11

Most Time-Consuming Activity In BTP
According To Program Participants

		BT (n=20)	PT (n=20)	BLA (n=20)
1.	Planning Conferences (informal/formal)	18 (90%)	15 (75%)	0
2.	Recordkeeping/Paper work	0	3 (15%)	0
3.	Completing TADS requirements	0	0	18 (90%)
	- observations (pre- & post-conference time)			(6)
	- self training for TADS			(1)
	- report writing			(3)
4.	Nothing done anymore than with usual first-year teacher	0	2 (10%)	1 (5%)
5.	Informal talks with teachers to see if they wanted to be PTs	0	0	1 (5%)
6.	PREP workshops	2 (10%)	0	0

Table 12

Participants' Responses To Survey Items

EFFECTIVENESS OF INDIVIDUAL SUPPORT STAFF MEMBERS

		YES	NO	NOT SURE	NO RESPONSE
1.	Was the peer teacher effective in facilitating your (the BT's) professional development?				
	Beginning Teachers	93	3	3	1
	Peer Teachers	86	3	11	0
	Building-Level Administrators	86	1	13	0
2.	Was the building-level administrator effective in facilitating your (the BT's) professional development?				
	Beginning Teachers	91	6	3	1
	Peer Teachers	74	5	19	2
	Building-Level Administrators	89	1	9	1
3.	Was the Other Professional Educator effective in facilitating your (the BT's) professional development?				
	Beginning teachers	55	23	12	10
	Peer Teachers	42	18	37	3
	Building-Level Administrators	37	30	27	7
	Other Professional Educators	54	29	18	0

Table 13

Participants' Responses To Survey Items

EFFECTIVENESS OF THE BEGINNING TEACHER PROGRAM

	YES	NO	NOT SURE	NO RESPONSE
1. Do you feel that the support and assistance given to you (the BT) through the BTP had a significant impact upon your (the BT's) professional development?				
Beginning Teachers	63	23	12	3
Peer Teachers	74	11	15	1
Building-Level Administrators	73	8	18	1
Other Professional Educators	57	18	25	0
2. Do you feel that the support and assistance given to teachers through the BTP will improve the quality of education in Florida?				
Beginning Teachers	69	8	21	1
Peer Teachers	82	6	11	1
Building-Level Administrators	67	9	24	0
Other Professional Educators	64	14	18	4